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ABSTRACT

Students (N=2,780) enrolled in Montgomery College's Community Services Program (MCCSP) in non-credit, continuing education courses during Fall 1978 were surveyed to identify the population being served by the program; the extent of their satisfaction with it and its relevance to their employment; how they learned of the courses; and their future course needs. Respondents (74% of those surveyed) were compared to the Montgomery County population in general, and to 16,770 individuals who were enrolled in a non-credit course in October 1978, and who responded to the same questionnaire administered statewide. The typical MCCSP student was female (63%), between 25 and 44 years of age (55%), a United States citizen (95%), white (90%), and employed full-time (58%); had earned a bachelor's degree or higher (51%); and was likely to be employed in a business-related, service, or government occupation. The MCCSP sample tended to be younger and better educated than the statewide sample. Half of the MCCSP students and 55% of the statewide respondents were "extremely satisfied" with the courses, citing "quality of instruction" most frequently as the reason. "Inconvenient location of courses" was cited most often as a reason for dissatisfaction. MCCSP students were more likely to have enrolled for career-related reasons. (DR)

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# THE NON-CREDIT STUDENT: CHARACTERISTICS, EDUCATIONAL NEEDS, AND SATISFACTION WITH MONTGOMERY COLLEGE

by

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MONTGOMERY COLLEGE

1979

JC 790 412

TABLE OF CONTENTS


| CHAPTER | PAGE |
|---|---|
| EXECUTIVE SUMMARY | (ix) |
| CHAPTER I - INTRODUCTION | 1 |
| Statement of the Problem | 1 |
| Purpose | 1 |
| Methodology | 3 |
| Limitations of the Study | 4 |
| CHAPTER II - DESCRIPTION OF RESPONDENTS | 5 |
| Comparison of Montgomery College Respondents to the Fall 1978 Montgomery College Community Services Student Population | 5 |
| Comparison of Montgomery College Respondent Characteristics to Montgomery County Population Characteristics | 7 |
| Comparison of Demographics of Montgomery College Students to Students Statewide | 12 |
| Comparison of Demographic Characteristics of Subgroups of Montgomery College Respondents | 13 |
| Types of Courses Being Taken by Respondents | 14 |
| Reasons for Enrolling in Courses | 18 |
| Percent of Course Completed at Time of Survey Administration | 21 |
| CHAPTER III - STUDENT SATISFACTION WITH COURSES | 23 |
| CHAPTER IV - RELATIONSHIP OF CONTINUING EDUCATION COURSE TO JOB | 31 |
| CHAPTER V - CONTINUING EDUCATION ORIENTATION | 37 |
| CHAPTER VI - CONCLUSIONS AND RECOMMENDATIONS | 45 |
| Recommendations | 46 |
| APPENDIX I | |
| Maryland Public Community Colleges Continuing Education Survey | 49 |

TABLE OF CONTENTS
(Continued)


| CHAPTER | PAGE |
|---|---|
| APPENDIX II | |
| Comparison of the Demographic Characteristics of the Montgomery College Survey Respondents to the Montgomery County Population | 51 |
| APPENDIX III | |
| Crosstabulations of Items by Race, Sex, Age, Eligibility of Course for Aid and Reason for Enrolling . . . . . | 57 |
| APPENDIX IV | |
| Comparison of Montgomery College and Statewide Respondents on Selected Characteristics and Item Responses . . . . . | 77 |

LIST OF TABLES


| TABLE | | PAGE |
|---|---|---|
| I | Distribution by Sex. . . . . | 6 |
| II | Distribution by Age. . . . . | 6 |
| III | Distribution by Race . . . . . | 8 |
| IV | Distribution of Current Employment Status. . . . . | 9 |
| V | Highest Educational Level. . . . . | 10 |
| VI | Career/Employment Areas of Current Jobs. . . . . | 11 |
| VII | Types of Courses Taken by Respondents. . . . . | 15 |
| VII-A | Eligibility of Courses for State Aid . . . . . | 17 |
| VIII | Reasons for Taking Course. . . . . | 19 |
| IX | Reasons for Taking Course Grouped Categorically. . . . . | 19 |
| X | Subject Matter of Course by Reason for Taking the Course - Montgomery College Respondents . . . . . | 20 |
| XI | Percent of Course Completed by Respondents . . . . . | 22 |
| XII | Satisfaction with Course . . . . . | 23 |
| XIII | Satisfaction by Age - Montgomery College Respondents . . . . | 25 |
| XIV | Satisfaction by Category of Employment - Montgomery College Respondents. . . . . | 26 |
| XV | Satisfaction by Percentage of Course Completed - Montgomery College Respondents. . . . . | 26 |
| XVI | Reasons for Satisfaction . . . . . | 28 |
| XVII | Reasons for Dissatisfaction. . . . . | 28 |
| XVIII | Relationship of Course to Career . . . . . | 32 |
| XIX | Job-related Benefits of Enrolling in Courses . . . . . | 32 |
| XX | Source of Tuition Payment. . . . . | 35 |
| XXI | How Respondents Became Aware of Course . . . . . | 38 |

LIST OF TABLES
(Continued)


| TABLE | | PAGE |
|---|---|---|
| XXII | Other Types of Courses Respondents Are Enrolled In . . . . . | 40 |
| XXIII | Areas Students Would Like Included in Future Non-Credit Offerings. . . . . | 43 |
| APPENDIX II | | |
| A | Distribution by Sex - Survey Respondents and County Population | 53 |
| B | Distribution by Age - Survey Respondents and County Population | 53 |
| C | Distribution by Race - Survey Respondents and County Population | 55 |
| D | Distribution by Educational Level - Survey Respondents and County Population. . . . . | 55 |
| APPENDIX III | | |
| A | Demographic Characteristics by Race. . . . . | 59 |
| B | Demographic Characteristics by Sex . . . . . | 61 |
| C | Demographic Characteristics by Age . . . . . | 63 |
| D | Subject Matter of Course Enrolled In by Sex, Race and Age. . | 65 |
| E | Demographic Characteristics by Eligibility of Course for State Aid. . . . . | 66 |
| F | Demographic Characteristics by Reason for Enrolling in Course | 68 |
| G | Reasons for Satisfaction by Sex and Age. . . . . | 71 |
| H | Reasons for Satisfaction by Enrollment Goal and Eligibility of Course for State Aid. . . . . | 71 |
| I | Relationship of Course to Job by Race, Age, Eligibility of Course for State Aid, and Enrollment Goal. . . . . | 72 |
| J | Career Development Expectations of Respondents by Race, Sex, and Age. . . . . | 73 |
| K | Career Development Expectations by Eligibility of Course for State Aid and Enrollment Goal. . . . . | 73 |
| L | Source of Tuition Payment by Race, Sex and Age . . . . . | 74 |
| M | Source of Tuition Payment by Eligibility of Course for State Aid and Enrollment Goal. . . . . | 74 |

LIST OF TABLES
(Continued)


| TABLE | | PAGE |
|---|---|---|
| N | Source of Information About the Course by Eligibility of Course for State Aid and Enrollment Goal. . . . . | 75 |
| O | Enrollment in Other Courses by Sex and Age. . . . . | 75 |
| P | Enrollment in Other Courses by Eligibility of Course for State Aid and Reason for Enrolling. . . . . | 76 |

LIST OF FIGURES


| FIGURE | | PAGE |
|---|---|---|
| EXECUTIVE SUMMARY | | |
| S-1 | Reasons for Taking Course - Montgomery College and Statewide | (xiii) |
| S-2 | Reasons for Taking Course - Grouped Categorically Montgomery College and Statewide | (xiii) |
| S-3 | Relationship of Course to Career - Montgomery College and Statewide | (xv) |
| APPENDIX II | | |
| II-1 | Distribution by Sex - Survey Respondents and Montgomery County | 54 |
| II-2 | Distribution by Age - Survey Respondents and Montgomery County | 54 |
| II-3 | Distribution by Race - Survey Respondents and Montgomery County | 56 |
| II-4 | Distribution by Educational Level - Survey Respondents and Montgomery County | 56 |
| APPENDIX IV | | |
| IV-1 | Distribution by Age - Montgomery College and Statewide | 79 |
| IV-2 | Distribution by Race - Montgomery College and Statewide | 79 |
| IV-3 | Distribution of Current Employment Status - Montgomery College and Statewide | 80 |
| IV-4 | Highest Educational Level - Montgomery College and Statewide | 80 |
| IV-5 | Reasons for Taking Course - Montgomery College and Statewide | 81 |
| IV-6 | Reasons for Taking Course - Grouped Categorically Montgomery College and Statewide | 81 |
| IV-7 | Satisfaction with Course - Montgomery College and Statewide | 82 |
| IV-8 | Relationship of Course to Career - Montgomery College and Statewide | 82 |
| IV-9 | Job Related Benefits of Enrolling in Courses - Montgomery College and Statewide | 83 |

LIST OF FIGURES
(Continued)


| FIGURE | | PAGE |
|---|---|---|
| IV-10 | Source of Tuition Payment - Montgomery College and Statewide . . . . . | 83 |
| IV-11 | How Respondents Became Aware of Course - Montgomery College and Statewide . . . . . | 84 |

## EXECUTIVE SUMMARY

REPORT TITLE: The Non-Credit Student: Characteristics, Educational Needs and Satisfaction with Montgomery College

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Howard S. Geer, Dean of Community Services
David F. Armstrong, Research Analyst

PURPOSE: In recent years, the Maryland State Board for Community Colleges (SBCC) and the individual community colleges have recognized the need to collect information that can substantiate the value of Community Services, non-credit instructional activities (particularly those that receive State support) to the legislature and to the citizens of Maryland. In addition, the colleges have identified a need for information that will allow them to evaluate and improve upon their Community Education course offerings. Recognizing these needs, SBCC, in conjunction with the College Deans and Directors of Community Education and Directors of Institutional Research, designed a research study intended to achieve the following purposes:

1. Obtain data that can be used in planning, implementing and evaluating non-credit course instruction and offerings;
2. Obtain data for non-credit courses that will illustrate the value of non-credit course offerings to the citizens of Maryland;
3. Obtain data that will identify the service populations reached by community colleges' Continuing Education courses and identify the perceived needs of the service populations with regard to types of course offerings.

METHODOLOGY: The evaluation was conducted using a survey that had been developed by several Deans or Directors of Community Services, several Directors of Institutional Research and representatives of the State Board for Community Colleges. All Maryland community colleges were instructed to administer the questionnaire to participants in every non-credit course meeting during the second and third weeks of October, 1978. After completion, questionnaires were transmitted to the State Board for Community Colleges for keypunching and analysis. SBCC then provided each college with a summary of responses for its own institution and a summary of statewide responses.

LIMITATIONS:

1. The only courses included in the research study are those that were offered at the time of survey administration. Community Services courses begin at varying times throughout the year and some are seasonal in nature. Thus the sample of courses may not be entirely representative of Community Services course offerings.
2. Because of differing starting dates for courses, students who responded to the survey had spent varying lengths of time in their courses. Thus some student evaluations are based upon more information and experience than others.
3. It is possible that instructors who believed that their courses were not going well did not ask their students to complete questionnaires or did not submit completed questionnaires tnat were unfavorable.

IMPORTANT FINDINGS:

Response Rate

Seventy-four percent of the Montgomery College Community Services

students enrolled at the time of survey administration completed the questionnaire. This compares to an approximately 42 percent response rate among all Community Services students in the State.

Demographic

The typical Montgomery College respondent to the survey is female (63 percent), between 25 and 44 years old (55 percent), a U. S. citizen (95 percent), white (90 percent), employed full-time (58 percent), has earned a bachelor's or higher degree (51 percent), and is employed in one of the following areas: finance, insurance or real estate (20 percent); law, medicine and other services (22 percent); or government (18 percent). Compared to the County population, the survey respondents are more frequently female, are less frequently minority group members, and are more highly educated. They concentrate more heavily in the 25-44 year age bracket than does the County population.

Compared to respondents across the State, Montgomery College respondents are slightly more likely to be female, are less often U. S. citizens, are slightly younger, and are less likely to be members of minority groups. They are more highly educated, with 51 percent holding at least bachelor's degrees compared to 27 percent of the State respondents. They are proportionately more frequently employed in finance, insurance, and real estate; law, medicine and other services; and government. They are less frequently employed in manufacturing or homemaking.

In terms of the types of courses the students were enrolled in, Montgomery College respondents most frequently enrolled in business-related courses and in health care courses and selected

these categories of courses more frequently than their counterparts across the State. Montgomery students were less frequently enrolled in arts courses, education courses and physical education courses than were State respondents.

Substantial variation in reasons for taking courses were noted when Montgomery College responses were compared to those across the State. Montgomery respondents were much more likely than State respondents to note that they had enrolled in courses for career-related reasons (see Figures S-1 and S-2). Statewide respondents, on the other hand, were more likely to note that they had enrolled in courses for personal development reasons. Minority students and persons employed full time were more likely than their counterparts to have enrolled in courses for career-related reasons.

Student Satisfaction with Courses

Both Montgomery College and statewide students demonstrate high levels of satisfaction with the Community Services courses in which they had enrolled. Only 2 percent of the respondents noted that they were not satisfied with their courses. A slightly lower level of satisfaction was noted among respondents who had completed 26-50 percent of their coursework at the time of survey administration than among those who had completed more than or less than this amount. This suggests that some students lose enthusiasm toward the middle of a course but regain this enthusiasm as the course draws to a close. Quality of instruction was the most frequently cited reason for satisfaction with the courses, both by Montgomery students and

FIGURE S - 1

REASONS FOR TAKING COURSE
MONTGOMERY COLLEGE AND STATEWIDE

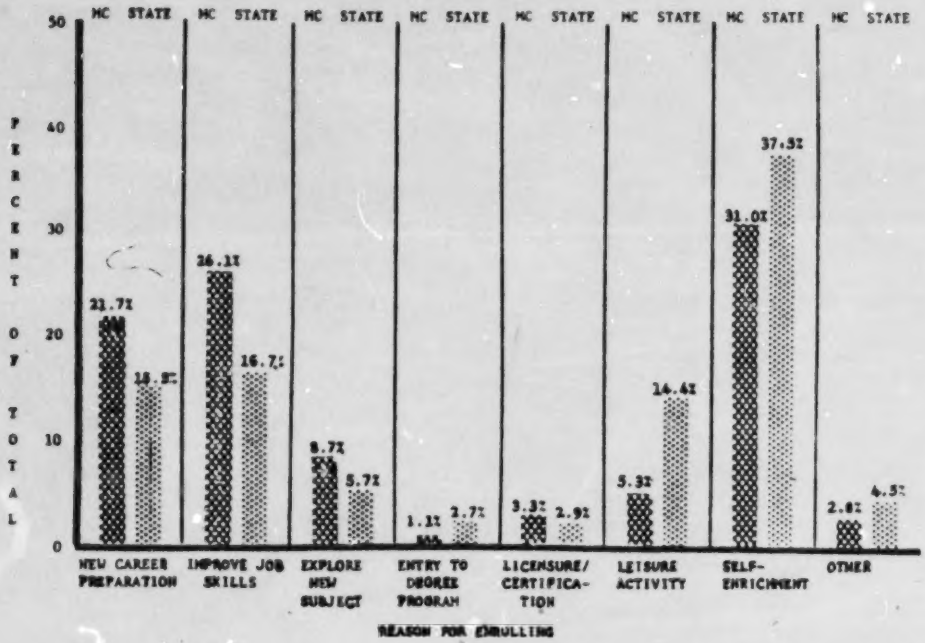
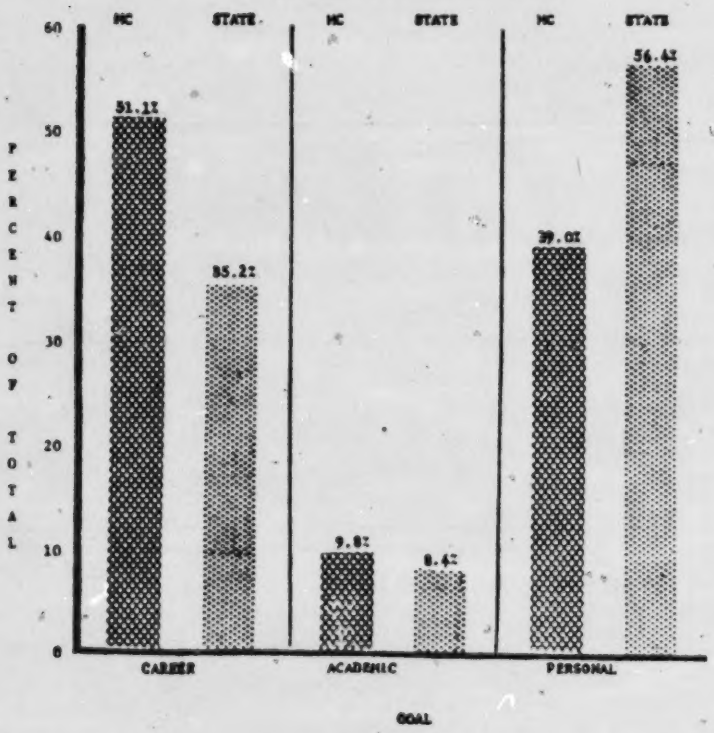



FIGURE S - 2

REASONS FOR TAKING COURSE-GROUPED CATEGORICALLY
MONTGOMERY COLLEGE AND STATEWIDE



by students throughout the State. Course content was another frequently noted source of satisfaction. Location and scheduling were less frequently selected reasons with less than half of the respondents stating that these were contributors to their satisfaction with courses.

Conversely, among respondents who were dissatisfied with their courses, location was the most frequently cited reason for unhappiness. Thus, while the location of courses does not apparently generate positive feelings among many of the respondents, it does seem to have the potential to generate negative feelings and to be a major source of dissatisfaction among the few students who are unhappy with their Community Education courses.

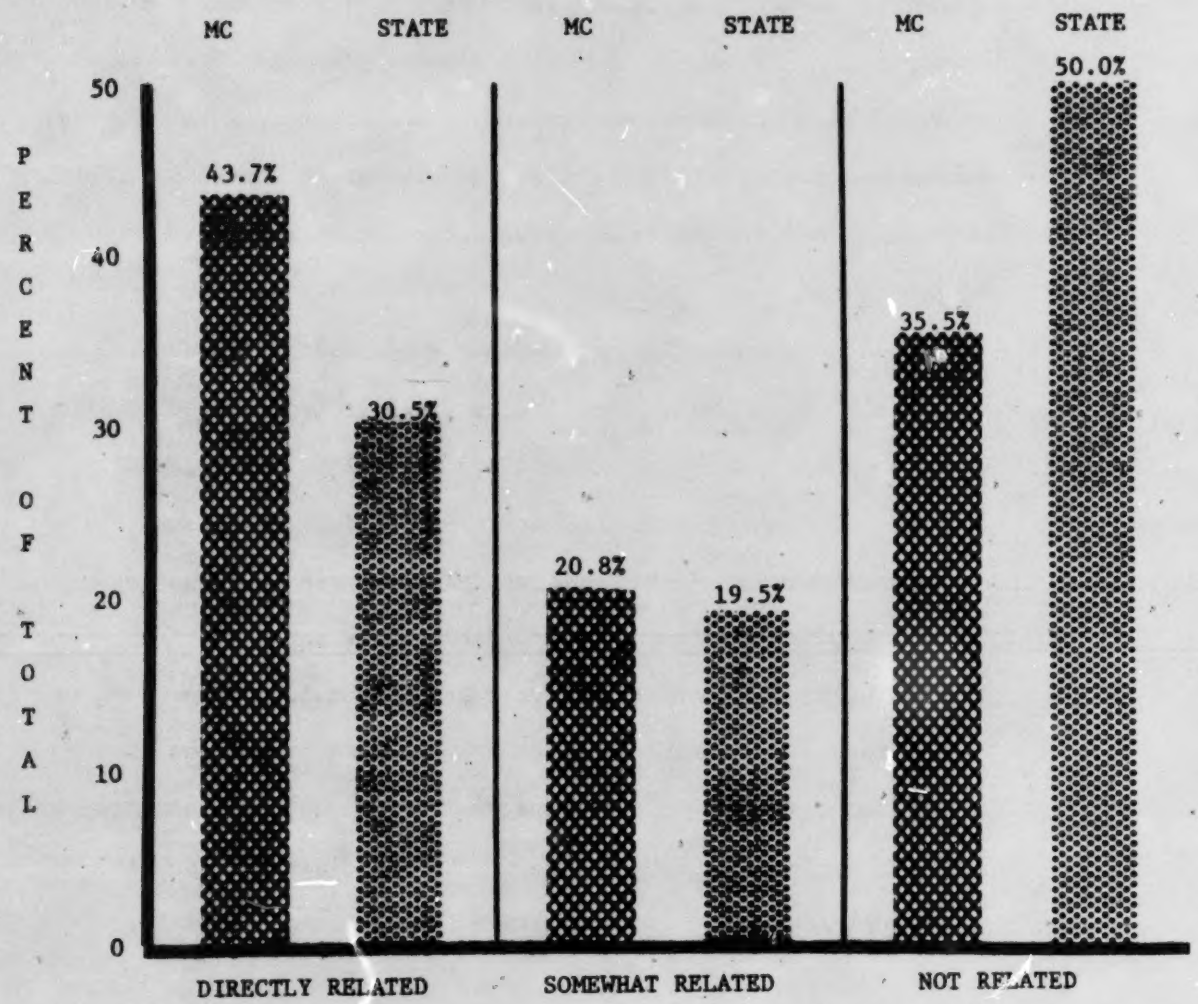
Relationship of Course Enrollment to Job

Montgomery College respondents were more likely than respondents across the State to note that they were enrolled in courses related to their current job or planned career. Sixty-five percent of the Montgomery respondents compared to 50 percent of the State respondents noted a direct relationship or some relationship between their course enrollment and their jobs (Figure S-3). Among Montgomery respondents, minority students, students under age 60, students enrolled in courses eligible for state aid and students enrolled in courses for career reasons were more likely to note a job/course relationship than were the other students in the sample.

The majority of the Montgomery respondents who enrolled in courses for career-related reasons expected to increase the knowledge

FIGURE S-3

RELATIONSHIP OF COURSE TO CAREER
MONTGOMERY COLLEGE AND STATEWIDE



and/or increase the skills required for their jobs.

How Students Learned About Courses

Montgomery College respondents noted most frequently that they learned about the non-credit courses through a College publication. Across the State, college publications were much less frequently noted sources of information (37 percent compared to 61 percent at Montgomery). This finding indicates that Montgomery College's Community Services brochure is an effective means of promoting its non-credit options, since no other publicity source was as frequently noted as an information source by Montgomery respondents or by respondents across the State.

Future Course Needs

The types of courses that respondents would like to pursue in the future vary widely. Most frequently selected categories of courses by Montgomery respondents are as follows: management/leadership; human relations; leisure/recreation; art/drama; career planning; business, manufacturing, commerce; language, literature, foreign language; and family life/parenting.

RECOMMENDATIONS:

1. The staff of Community Services should consider developing courses aimed toward attracting those elements of the County population that are underrepresented in course enrollments (males, persons younger than age 25 and older than age 44, minorities, and persons who have not attained the bachelor's degree).
2. Instructors in non-credit courses should attempt to counter the temporary drop in satisfaction that occurs when 26-50 percent of the course is completed through special efforts

to encourage student interest during this period of class time.

3. Community Services should continue mailing its brochure to every household in the County, as it is a very effective publicity source.
4. The staff of Community Services should compare its planned future offerings to the stated desires of students for courses and should make adjustments if necessary.
5. The College should use information collected through this study to promote the fact that its non-credit course offerings meet a variety of critical educational needs, particularly adult career development and personal enrichment.
6. The College should reexamine the location in which it offers non-credit courses, since location is the most frequently cited reason for dissatisfaction and not a frequently cited reason for satisfaction with courses.

A complete copy of the non-credit student report can be obtained by contacting the Dean of Community Services.

Montgomery College
51 Mannakee St.
Rockville, Md. 20850

# CHAPTER I

# INTRODUCTION

## Statement of the Problem

Along with credit courses which can lead to an associate degree or certificate, each community college in Maryland offers a number of Community Services, non-credit courses. These courses are designed to assist enrollees in career development, to allow for pursuit of licensure or certification necessary for certain professional pursuits, to promote personal development, or to allow the student to pursue an area of special interest. Some of these courses are supported through state funding as well as through student tuition. Others, specifically those that are considered to be avocational and recreational in nature, receive no state funding.

In recent years, the State Board for Community Colleges and the individual community colleges have recognized the need to collect evidence that can substantiate the value of these non-credit activities (particularly those that receive State support) to the legislature and to the citizens of Maryland. Moreover, the colleges have identified the need to collect information that will allow them to evaluate and improve upon their community education course offerings.

## Purpose

Recognizing these needs, the State Board for Community Colleges, in conjunction with the College Deans and Directors of Community Education and Directors of Institutional Research, designed a research study intended to achieve the following purposes:

1. Obtain data that can be used in planning, implementing, and evaluating non-credit course instruction and offerings.
2. Obtain data for non-credit courses that will illustrate the value of non-credit course offerings to the citizens of Maryland.
3. Obtain data that will identify the service populations reached by community colleges' Continuing Education courses and identify the perceived needs of the service populations with regard to types of course offerings. This survey will enable the State and the colleges to understand better the needs and requirements of adults in non-credit education.

Toward achievement of these purposes, a number of research questions were posed to guide the design and analysis of the study. These questions are listed below.

1. What are the primary goals of persons taking non-credit courses?
2. How satisfied are respondents with the courses in which they are enrolled? Would they recommend these courses to a friend?
3. What are the reasons for satisfaction or dissatisfaction with the courses?
4. How do courses taken relate to career development needs of respondents?
5. How did respondents learn about the course(s) in which they enrolled? Who supports their tuition payments?
6. In what other types of courses are these students enrolled?
7. What types of course offerings do the students desire in future non-credit courses?

8. What are the characteristics of respondents including age, residency, year of birth, race, employment status, highest educational level, and type of employment?

Each of these research questions has been answered through the analysis of responses of Montgomery students and of students from throughout the State. This dual response allows the College to compare the evaluation of its Community Services program to the evaluation of other programs in the State.

Methodology

To achieve the goals of the study, a draft questionnaire was developed by a group that consisted of several Deans or Directors of Community Services, several Directors of Institutional Research and representatives of the State Board for Community Colleges. This draft was circulated to all Deans and Directors of Community Services in colleges throughout the State. Modifications were made to the survey based upon these persons' comments, and a draft of the questionnaire was pilot-tested at Montgomery College during the summer session of 1978. This pilot test resulted in several additional modifications aimed toward clarification of some of the items.

Colleges were instructed that the questionnaire should be administered to all participants in every non-credit course meeting during the second and third weeks of October, 1978. To assure that instructors could provide appropriate directions to students who were completing the survey, an instruction sheet was prepared and distributed to each faculty member to be read to the students.

Several items of information on the survey were supplied by the

instructor rather than the student. These included the course number, the percentage of the course that had been completed at the time of survey administration, and the target population of the course (regular, senior citizen, disadvantaged or handicapped).

After completion, the surveys were transmitted to the State Board for Community Colleges for keypunching and computer analysis. Upon completion of the analysis, each college was provided with a summary of responses for its own institution and a summary of the statewide responses. Important findings contained in this analysis are summarized in the chapters that follow.

Limitations of the Study

1. The only courses included in the survey are those that were offered at the time of survey administration. Community Services courses begin at varying times throughout the year, and some are seasonal in nature. Thus the sample of courses may not be entirely representative of Community Services course offerings.

2. Because of the different starting dates for courses, students who responded to the survey had spent varying lengths of time in their courses. Thus some student evaluations are based upon more information and experience than are others.

3. It is possible that instructors who believed that their courses were not going well did not ask their students to complete questionnaires or did not submit completed questionnaires that were unfavorable.

## CHAPTER II

## DESCRIPTION OF RESPONDENTS

Surveys were completed by 2,054 students who were enrolled in Montgomery College's Community Services Program in fall 1978. This represents 74 percent of the 2,780 students who were enrolled in these courses at the time of survey administration.

Statewide, 16,770 persons completed the survey. In a given semester, approximately 40,000 persons across the State enroll in Community Services courses. Thus, approximately 42 percent of the Community Services students in the State who were enrolled in fall semester courses completed surveys.

### Comparison of Montgomery College Respondents to the Fall 1978 Montgomery College Community Services Student Population

To gain an indication of whether respondents are representative of the population of students enrolled in non-credit courses in fall 1978 at Montgomery College, respondents were compared to the total population on the variables of age and sex. Tables I and II are summaries of the sex and age distribution for the Montgomery College respondents, for the Montgomery College non-credit student population of fall 1978 and for respondents across the State. No significant differences were noted when the Montgomery respondents were compared to the entire population of fall 1978 Montgomery enrollees on the variables of sex and age. Sixty-two percent of the Montgomery College fall 1978 population of non-credit students are female. Sixty-three percent of the respondents are female. The mean age of the population is 39.5 years and the mean age of the respondents is 39.6.

TABLE I

DISTRIBUTION BY SEX

| SEX | MONTGOMERY COLLEGE RESPONDENTS Percent | ALL STUDENTS ENROLLED IN NON-CREDIT COURSES AT MC FALL 1978 Percent | STATEWIDE RESPONDENTS Percent |
|---|---|---|---|
| Male | 37.2% | 38.1% | 35.0% |
| Female | 62.8% | 61.9% | 65.0% |
| TOTAL | 100.0% (N = 1992) | 100.0% (N = 4541) | 100.0% (N = 16020) |

TABLE II

DISTRIBUTION BY AGE*

| AGE | MONTGOMERY COLLEGE RESPONDENTS Percent | ALL STUDENTS ENROLLED IN NON-CREDIT COURSES AT MC FALL 1978 Percent | STATEWIDE RESPONDENTS Percent |
|---|---|---|---|
| 15-19 | 1.8% | 5.0% | 5.7% |
| 20-24 | 9.9% | 12.0% | 12.5% |
| 25-29 | 15.4% | 14.0% | 14.3% |
| 30-34 | 16.4% | 14.0% | 13.2% |
| 35-39 | 13.4% | 13.0% | 9.8% |
| 40-44 | 10.0% | 9.0% | 7.1% |
| 45-49 | 8.5% | 8.0% | 5.9% |
| 50-54 | 8.9% | 7.0% | 6.0% |
| 55-59 | 5.1% | 6.0% | 5.1% |
| 60-64 | 5.8% | 7.0% | 7.1% |
| 65 and older | 5.0% | 5.0% | 13.5% |
| TOTAL | 100.0% (N = 1951) | 100.0% (N = 4541) | 100.0% (N = 15556) |

*See also Appendix IV, Figure IV-1

These findings indicate that the sample of respondents is representative by age and sex of the population of students that enrolled in Montgomery College non-credit courses in fall 1978.

Comparison of Montgomery College Respondent Characteristics to Montgomery County Population Characteristics

The typical Montgomery College respondent to the survey is female (63 percent), between 25 and 44 years old, a U. S. citizen (95 percent), white (90 percent), employed full-time (58 percent), has earned a bachelor's or higher degree (51 percent), and is employed in one of the following areas: finance, insurance or real estate (20 percent); law, medicine and other services (22 percent); or government (18 percent). These data, which are summarized in Tables I through VI, indicate that a diverse group of people is being served by the College's Community Services offerings.

Compared to the Montgomery County population, the survey respondents are more frequently female (63 percent to 52 percent). Respondents tend to concentrate more heavily in the 25 to 44 year age group than do the citizens of the County (55 percent compared to 37 percent). Respondents are slightly less frequently minorities (10 percent compared to 15 percent), and appear to be more highly educated. The 1970 Census data for the County indicate that one-third of the County population over age 25 has obtained sixteen or more years of education.[1] Fifty-one percent of the survey respondents had achieved sixteen or more years of education. While it is likely that the educational level of the County has increased since 1970, it is doubtful that 50 percent of County residents have now obtained education of sixteen or more years.

Thus, while the statistics make apparent the fact that the Community Services program serves students of varying sexes, age groups, races

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[1]Note: Because of the fact that 12 percent of the respondents to the survey are under age 25, the survey data and the population data are not direct comparisons but should be regarded as reasonable approximations to each other.

TABLE III

DISTRIBUTION BY RACE**

| RACE | MONTGOMERY COLLEGE RESPONDENTS Percent | STATEWIDE RESPONDENTS Percent |
|---|---|---|
| American Indian | .5% | .5% |
| Black | 4.6% | 11.9% |
| Asian | 3.9% | 1.7% |
| White | 89.9% | 85.4% |
| Hispanic | 1.1% | .5% |
| TOTAL | 100.0% (N = 1987) | 100.0% (N = 16149) |

$\chi^2 = 164.14^*$

*$p < .05$

**See also Appendix IV, Figure IV-2

TABLE IV

DISTRIBUTION OF CURRENT EMPLOYMENT STATUS**

| EMPLOYMENT STATUS | MONTGOMERY COLLEGE RESPONDENTS Percent | STATEWIDE RESPONDENTS Percent |
|---|---|---|
| Full-time home responsibility | 9.2% | 11.5% |
| Self-employed | 9.8% | 4.5% |
| Employed full-time | 58.0% | 47.6% |
| Employed part-time | 9.3% | 8.5% |
| Unemployed, seeking a job | 4.0% | 5.2% |
| Unemployed, not seeking a job | 1.8% | 3.6% |
| Retired, seeking a job | .9% | 1.1% |
| Retired, not seeking a job | 5.3% | 14.7% |
| Other | 1.7% | 3.2% |
| TOTAL | 100.0% (N = 1960) | 100.0% (N = 15749) |

$\chi^2 = 335.76^*$

*$p < .05$

**See also Appendix IV, Figure IV-3

TABLE V

HIGHEST EDUCATIONAL LEVEL**

| EDUCATIONAL LEVEL | MONTGOMERY COLLEGE RESPONDENTS Percent | STATEWIDE RESPONDENTS Percent |
|---|---|---|
| High school diploma | 33.2% | 46.8% |
| Certificate | 2.8% | 3.9% |
| AA/AS degree | 8.3% | 6.1% |
| BA/BS degree | 33.3% | 17.7% |
| MA/MS degree | 13.9% | 7.8% |
| Doctorate | 3.7% | 1.5% |
| None of the above | 4.8% | 16.2% |
| TOTAL | 100.0% (N = 1939) | 100.0% (N = 15661) |

$\chi^2 = 676.83^*$

*$p < .05$

**See also Appendix IV, Figure IV-4

TABLE VI

CAREER/EMPLOYMENT AREAS OF CURRENT JOBS

| EMPLOYMENT AREA | MONTGOMERY COLLEGE RESPONDENTS Percent | STATEWIDE RESPONDENTS Percent |
|---|---|---|
| Agriculture/Mining | .6% | 1.2% |
| Manufacturing | 3.9% | 8.2% |
| Construction | 4.3% | 5.3% |
| Transportation or public utilities | 2.3% | 4.0% |
| Wholesale or retail | 7.6% | 8.0% |
| Finance, insurance or real estate | 19.7% | 7.5% |
| Law, medicine, or other services | 21.8% | 14.5% |
| Government | 18.1% | 14.0% |
| Education | 8.6% | 11.1% |
| Homemaker | 13.1% | 26.3% |
| TOTAL | 100.0% (N = 1714) | 100.0% (N = 13057) |

$\chi^2 = 607.16^*$

$^*p < .05$

and educational levels, it is also apparent that some groups of County residents choose to enroll in these programs more frequently than do others. Reasons for disproportionate enrollment by some groups can be readily hypothesized. The high proportion of female enrollment may be explained by the increased interest in education among adult women that has been noted across the country. The 25 to 44 year age group may perceive more relevance of educational pursuits to career development needs than do adults beyond the age of 44 years. Finally, the more highly educated County citizen may value continued educational pursuits more than the person who has had less formal education.

Appendix II presents a tabular comparison of the Montgomery County population to Montgomery College survey respondents.

Comparison of Demographics of Montgomery College Students to Students Statewide

A number of differences can be noted when comparing Montgomery College respondents to respondents throughout the State. State respondents are slightly more likely to be female (65 percent compared to 63 percent), are more often U. S. citizens (98 percent compared to 95 percent), are slightly older (mean age of 41.2 compared to 39.6), and are more likely to be members of minority groups (15 percent compared to 10 percent). They are not as highly educated. While 51 percent of the Montgomery College respondents hold at least Bachelor's degrees, only 27 percent of the State respondents hold Bachelor's or higher degrees. Montgomery College respondents are more frequently employed in finance, insurance, and real estate; law, medicine and other services; and government than is typical for respondents throughout the State. State respondents are more frequently employed in manufacturing or homemaking

than are Montgomery College respondents (Tables I through VI display summaries of these findings). Undoubtedly, many of these findings are related to the high income level of Montgomery County residents compared to residents of some other counties in the State.

Comparison of Demographic Characteristics of Subgroups of Montgomery College Respondents

To gain further insight into respondent characteristics, crosstabulations of demographic characteristics were created by sex, race, and age. In terms of employment status, minority[2] respondents were proportionately more frequently employed full time and more frequently unemployed and seeking work than were white respondents. They were more frequently employed in government and less frequently employed in wholesale and retail fields than were their white counterparts. They were much less likely to have earned bachelor's or higher degrees (30% compared to 52%) (see Appendix III, Table A).

Males were more likely to be self-employed and more likely to be employed full time than were females. Females were more frequently employed in the home and in part-time positions and were more frequently unemployed than were males. Males were more likely to have obtained four or more years of college than were females. Proportionately more males were employed in manufacturing, construction, finance and government; proportionately more females were employed in the home and in law, medicine, or education (see Appendix III, Table B).

Crosstabulations by age reveal that more than half of the people age 60 and above who enrolled in courses were males while approximately

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[2]Throughout the remainder of the report, minority respondents include only persons of black and hispanic races, since other race groups comprise such a small proportion of the enrollment across the State.

one-third of the students under age 60 were males. None of the people who were age 60 or older were of black or hispanic race. Naturally, persons age 60 and above were much more likely to be retired and much less likely to be employed full time than were those under age 60. Persons over age 60 were more likely than their younger counterparts to have achieved Master's and doctoral degrees and less likely to have achieved bachelor's and associate degrees. Persons over 60 were more likely to be employed in the home than were those under age 60 (Appendix III, Table C).

Types of Courses Being Taken by Respondents

The types of courses taken by respondents to the survey vary widely from fields such as engineering to social sciences to physical education (see Table VII). The majority of Montgomery College respondents were enrolled in business-related courses. In addition, a fairly substantial number were enrolled in courses related to health care. Compared to the rest of the State, respondents from Montgomery College demonstrated proportionately higher enrollments in business-related courses and in health care courses. Montgomery students were less frequently enrolled in arts courses, education courses, and physical education courses. A reason for the lower enrollment in physical education courses is the fact that the College tries not to duplicate the many offerings provided by other County agencies in the physical development area. The high enrollment in business and health care courses is attributable, at least in part, to the College's successful real estate and nursing continuing education programs.

In comparing the enrollment patterns of different categories of Montgomery College students it can be noted that males selected courses in architecture, business, and industrial arts more frequently than did females. Females, on the other hand, selected courses in education, health care, and leisure and home economics areas more frequently than did males. Persons

TABLE VII

TYPES OF COURSES TAKEN BY RESPONDENTS

| COURSE CATEGORY | MONTGOMERY COLLEGE RESPONDENTS Percent | STATEWIDE RESPONDENTS Percent |
|---|---|---|
| Agriculture/Natural Resources | .9% | 1.1% |
| Architecture | 1.3% | .4% |
| Arts | 2.2% | 13.3% |
| Business | 50.9% | 23.8% |
| Communications | 3.0% | 1.3% |
| Computer Science | 0% | .7% |
| Education | 7.3% | 15.5% |
| Engineering | .9% | 2.5% |
| Health Care | 11.5% | 7.2% |
| Home Economics | 3.7% | 6.5% |
| Industrial Arts | 7.6% | 8.4% |
| Language | 1.5% | 2.2% |
| Law | 0% | .6% |
| Life Science | 0% | .5% |
| Philosophy - Religion | 0% | .7% |
| Physical Education | 6.5% | 11.8% |
| Psychology | 0 | .4% |
| Social Science | 2.8% | 3.1% |
| TOTAL | 100.0% (N = 1516) | 100.0% (N = 11611) |

over age 60 were more likely to enroll in communications, physical education/leisure, and social science courses than were persons under age 60. White students enrolled in courses in health care and physical education-leisure more frequently than minorities. Minorities, on the other hand, selected courses in home economics and industrial arts proportionately more frequently than did whites (Appendix III, Table D).

Data in Table VII-A indicate that 78 percent of the Montgomery College respondents were enrolled in courses that are eligible for State aid. Six percent were enrolled in courses for which aid had been requested and denied. Sixteen percent were enrolled in courses for which State aid is not requested. These findings are similar to those statewide with the exception that a slightly higher percentage of statewide respondents were enrolled in courses that are eligible for State aid, and a slightly smaller percentage were enrolled in courses for which aid had been requested and denied. Analysis of various sub-groups of Montgomery College respondents reveals the fact that minorities, persons over age 60, persons who enrolled in courses for career-related reasons, persons who were employed full time or self-employed, and persons employed in finance, law, or medicine comprised a greater proportion of students in courses eligible for State aid than of students in ineligible courses or courses for which aid was not requested. Persons employed in the home and retired persons not seeking work made up a greater percentage of the enrollment in courses for which aid was not requested than they did in courses which were eligible for State aid or in those that had been declared ineligible. (see Appendix III, Table E for a summary of these findings).

In addition, no Montgomery College respondents were enrolled in senior citizens Community Services courses while 13 percent of the statewide respondents were enrolled in such courses. One percent of the Montgomery respondents and 4 percent of the State respondents were enrolled in courses designed for handicapped persons.

TABLE VII - A

ELIGIBILITY OF COURSES
FOR STATE AID

| ELIGIBILITY | MONTGOMERY COLLEGE RESPONDENTS<br>Percent | STATEWIDE RESPONDENTS<br>Percent |
|---|---|---|
| Eligible | 78.4% | 81.4% |
| Not Eligible | 5.7% | 2.5% |
| Aid Not Requested | 16.0% | 16.1% |
| TOTAL | 100.0%<br>(N = 1516) | 100.0%<br>(N = 11644) |

Reasons for Enrolling in Courses

Table VIII is a summary of the reasons specified by students for enrolling in courses. Montgomery respondents most frequently cited the following reasons for enrolling in these courses: personal interest/ self-enrichment (31 percent), improvement of current job skills (26 percent), and preparation for new careers (22 percent). Montgomery College respondents were much more likely to note that they were enrolled in courses for career-related reasons than were respondents statewide (see Table IX). Statewide respondents, on the other hand, were much more likely to note that they were enrolled in courses for personal development reasons. For both Montgomery College and State respondents, relatively small percentages enrolled in courses for academic reasons such as exploration of a new subject area or preparation for entry to a degree or certificate program at the College.

Student reasons for taking courses varied a great deal depending upon the type of courses in which they were enrolled (see Table X). For example, students in architecture, business, health care and industrial arts enrolled primarily for career-related reasons. Students who enrolled in agriculture, arts, communications, engineering, home economics, language, physical education, and social sciences enrolled primarily for personal reasons. Comparable findings were noted among respondents across the State.

Student reasons for taking courses also varied by age, race, employment status, highest level of education, type of employment, and type of Montgomery College course in which they had enrolled. Students who enrolled with career or academic goals were more likely to be minorities than were students with personal goals. Students who enrolled for career-related

TABLE VIII

REASONS FOR TAKING COURSE*

| GOAL | MONTGOMERY COLLEGE RESPONDENTS Percent | STATEWIDE RESPONDENTS Percent |
|---|---|---|
| Preparation for new career | 21.7% | 15.5% |
| Improvement of current job skills | 26.1% | 16.7% |
| Exploration of new subject area | 8.7% | 5.7% |
| Preparation for entry to a degree/ certificate program at a college | 1.1% | 2.7% |
| Employment: licensure or certification | 3.3% | 2.9% |
| Development of leisure time activity | 5.3% | 14.4% |
| Personal interest/self enrichment | 31.0% | 37.5% |
| Other | 2.8% | 4.5% |
| TOTAL | 100.0% (N = 1809) | 100.0% (N = 14381) |

*See also Appendix IV, Figure IV-5

TABLE IX

REASONS FOR TAKING COURSE GROUPED CATEGORICALLY*

| GOAL CATEGORY | MONTGOMERY COLLEGE RESPONDENTS Percent | STATEWIDE RESPONDENTS Percent |
|---|---|---|
| Career | 51.1% | 35.2% |
| Academic | 9.8% | 8.4% |
| Personal | 39.0% | 56.4% |
| TOTAL | 100.0% (N = 1809) | 100.0% (N = 14381) |

*See also Appendix IV, Figure IV-6

TABLE X

SUBJECT MATTER OF COURSE
BY REASON FOR TAKING THE COURSE

MONTGOMERY COLLEGE RESPONDENTS

| REASON / SUBJECT MATTER | CAREER Percent | ACADEMIC Percent | PERSONAL Percent | TOTAL Percent |
|---|---|---|---|---|
| Agriculture/Natural Resources | 0% | 0% | 100.0% | 100.0% (N = 12) |
| Architecture | 82.4% | 11.8% | 5.9% | 100.0% (N = 17) |
| Arts | 3.0% | 12.1% | 84.8% | 100.0% (N = 33) |
| Business | 73.3% | 9.6% | 17.1% | 100.0% (N = 689) |
| Communication | 12.8% | 10.3% | 76.9% | 100.0% (N = 39) |
| Education | 46.4% | 6.2% | 47.4% | 100.0% (N = 97) |
| Engineering | 0% | 0% | 100.0% | 100.0% (N = 9) |
| Health Care | 66.4% | 6.2% | 27.4% | 100.0% (N =146) |
| Home Economics | 11.4% | 11.4% | 77.3% | 100.0% (N = 44) |
| Industrial Arts | 82.9% | 10.5% | 6.7% | 100.0% (N =105) |
| Language | 0% | 10.5% | 89.5% | 100.0% (N = 19) |
| Physical Education - Leisure | 2.3% | 5.8% | 91.9% | 100.0% (N = 86) |
| Social Sciences | 0% | 5.1% | 94.9% | 100.0% (N = 39) |

reasons were more likely to be employed full time or self-employed than were those with academic or personal goals. Employment in the home or retirement was more common among those students who were taking courses for personal development reasons. Persons who enrolled in courses for career-related reasons were more likely to be employed in wholesale or retail fields or finance than were their counterparts; they were less likely to be employed in government, education, or homemaking than were students who enrolled for academic or personal development reasons. Students with personal development goals were more likely than those with academic or career goals to be older than age 60. Persons who enrolled in courses for career-related reasons were more likely to have earned a high school diploma and less likely to have earned a master's degree or a doctorate than were persons with academic or personal reasons for enrolling (see Appendix III, Table F).

Percent of Course Completed at Time of Survey Administration

A final descriptive item on the survey was supplied by the instructors. This item was the percentage of the course that had been completed by the students at the time of survey administration. The majority of the respondents at Montgomery College and those across the State had completed 26 to 50 percent of the courses in which they were enrolled. Overall, Montgomery respondents had completed a somewhat smaller percentage of their classes with only 21 percent having completed more than half of their coursework while 24 percent of the statewide respondents had completed more than half of their coursework at the time of survey administration (see Table XI). Such a finding might be expected when comparing Montgomery College to a composite of all colleges in the State, since State Community Services programs have highly variable beginning times and durations.

TABLE XI

PERCENT OF COURSE COMPLETED
BY RESPONDENTS

| PERCENT COMPLETED | MONTGOMERY COLLEGE RESPONDENTS<br>Percent | STATEWIDE RESPONDENTS<br>Percent |
|---|---|---|
| 1 - 25% completed | 21.8% | 17.8% |
| 26 - 50% completed | 57.3% | 58.0% |
| 51 - 75% completed | 8.6% | 13.6% |
| 76 -100% completed | 12.3% | 10.5% |
| TOTAL | 100.0%<br>(N = 1826) | 100.0%<br>(N = 15976) |

## CHAPTER III

## STUDENT SATISFACTION WITH COURSES

One of the primary reasons for administration of the survey was to determine student satisfaction with the courses in which they had enrolled. Therefore, a number of items on the survey relate to this issue.

Data in Table XII indicate that the level of satisfaction with courses is very high both at Montgomery College and throughout the State. Only two percent of the respondents noted that they were not satisfied with a course, and half indicated that they were extremely satisfied with the courses in which they had enrolled.

TABLE XII

SATISFACTION WITH COURSE*

| SATISFACTION | MONTGOMERY COLLEGE RESPONDENTS Percent | STATEWIDE RESPONDENTS Percent |
|---|---|---|
| Extremely Satisfied | 50.2% | 54.7% |
| Satisfied | 47.7% | 43.2% |
| Unsatisfied | 2.1% | 2.0% |
| TOTAL | 100.0% (N = 1964) | 100.0% (N = 16,378) |

*See also Appendix IV, Figure IV-7

Several crosstabulations were created to determine whether satisfaction varied by percentage of course completed, by race, by age, by sex, by highest level of education, by reason for enrolling, by eligibility of course for State aid, by current employment activity, or by category

of employment. Several of these variables demonstrate a relationship to satisfaction for Montgomery College respondents. The age of respondents is related to satisfaction with older respondents demonstrating higher levels of satisfaction than younger respondents (see Table XIII).

Satisfaction also varies by category of employment with higher levels of satisfaction demonstrated by wholesale and retail employees, by manufacturing employees, and by homemakers. Persons employed in construction and law or medicine demonstrate somewhat lower levels of satisfaction, with fewer students in these categories noting extremely high satisfaction levels (see Table XIV). In no employment category, however, did fewer than 40 percent of the respondents note extremely high satisfaction.

Finally, satisfaction of Montgomery respondents varied somewhat by percent of course completed with lower levels of satisfaction noted by those who had completed 26-50 percent of their coursework (see Table XV). This suggests that some students may lose enthusiasm toward the middle of a course but regain this enthusiasm as the course draws to a close.

Highest level of education, race, sex, reason for enrolling, eligibility of course for State aid, and current employment activity are not related to students' satisfaction with their Montgomery College courses. Interestingly, for students across the State, current employment activity and race do relate to student satisfaction with courses.[3] Statewide, oriental and black students are less likely to note extremely high levels of satisfaction than are other race groups (35 and 45 percent extremely satisfied as compared to an average of 55 percent extremely satisfied for

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[3]It should be noted that chi-square is sensitive to sample size. Therefore, the significant difference in the statewide data might have been detected at Montgomery College had sample sizes been similar.

TABLE XIII

SATISFACTION BY AGE

MONTGOMERY COLLEGE RESPONDENTS

| AGE \ SATISFACTION | EXTREMELY SATISFIED Percent | SATISFIED Percent | UNSATISFIED Percent | TOTAL Percent |
|---|---|---|---|---|
| 15 - 19 | 35.3% | 61.8% | 2.9% | 100 (N = 34) |
| 20 - 24 | 44.4% | 51.9% | 3.7% | 100 (N = 187) |
| 25 - 29 | 42.9% | 54.7% | 2.4% | 100 (N = 289) |
| 30 - 34 | 49.7% | 47.1% | 3.2% | 100 (N = 310) |
| 35 - 39 | 45.1% | 52.5% | 2.5% | 100 (N = 244) |
| 40 - 44 | 51.3% | 46.5% | 2.1% | 100 (N = 187) |
| 45 - 49 | 59.0% | 39.1% | 1.9% | 100 (N = 156) |
| 50 - 54 | 48.5% | 50.9% | .6% | 100 (N = 169) |
| 55 - 59 | 66.0% | 34.0% | 0 | 100 (N = 97) |
| 60 - 64 | 65.4% | 34.6% | 0 | 100 (N = 107) |
| 65 - 99 | 58.5% | 41.5% | 0 | 100 (N = 94) |
| TOTAL | 50% | 48% | 2% | 100 (N = 1874) |

$\chi^2 = 51.07$ $p < .05$

TABLE XIV

SATISFACTION BY CATEGORY OF EMPLOYMENT

MONTGOMERY COLLEGE RESPONDENTS

| EMPLOYMENT CATEGORY / SATISFACTION | EXTREMELY SATISFIED Percent | SATISFIED Percent | UNSATISFIED Percent | TOTAL Percent |
|---|---|---|---|---|
| Agriculture/Mining | 70.0% | 20.0% | 10.0% | 100% (N = 10) |
| Manufacturing | 57.6% | 40.9% | 1.5% | 100% (N = 66) |
| Construction | 41.9% | 58.1% | 0 | 100% (N = 74) |
| Transportation/Utilities | 50.0% | 50.0% | 0 | 100% (N = 40) |
| Wholesale/Retail | 64.3% | 34.9% | .8% | 100% (N = 129) |
| Finance | 49.4% | 48.1% | 2.5% | 100% (N = 324) |
| Law/Medicine | 45.2% | 52.3% | 2.6% | 100% (N = 352) |
| Government | 50.2% | 48.5% | 1.3% | 100% (N = 301) |
| Education | 51.8% | 47.5% | .7% | 100% (N = 139) |
| Home | 54.9% | 43.3% | 1.9% | 100% (N = 215) |
| TOTAL | 50.8% | 47.4% | 1.8% | 100% (N= 1650) |

$\chi^2 = 31.14$ $p < .05$

TABLE XV

SATISFACTION BY
PERCENTAGE OF COURSE COMPLETED
MONTGOMERY COLLEGE RESPONDENTS

| PERCENT COMPLETED / SATISFACTION | EXTREMELY SATISFIED Percent | SATISFIED Percent | UNSATISFIED Percent | TOTAL Percent |
|---|---|---|---|---|
| 1 - 25% | 53.5% | 44.9% | 1.6% | 100% (N = 385) |
| 26 - 50% | 47.3% | 50.1% | 2.5% | 100% (N =1035) |
| 51 - 75% | 53.9% | 43.5% | 2.6% | 100% (N = 154) |
| 76 -100% | 59.5% | 38.7% | 1.8% | 100% (N = 222) |
| TOTAL | 50.7% | 47.0% | 2.2% | 100% (N = 1796) |

$\chi^2 = 14.13$ $p < .05$

all race groups). As regards current employment activity, homemakers and retired persons in the State demonstrate higher levels of satisfaction compared to other groups (61 percent and 64 percent extremely satisfied as compared to an average of 55 percent for all groups). Such relationships cannot be confirmed with certainty at Montgomery College, although there does seem to be a tendency for students of oriental background to be less satisfied than are other groups.

Students who noted satisfaction with courses were asked to provide reasons for this. Table XVI is a summary of responses. Reasons for satisfaction are comparable at Montgomery College and across the State. The most frequently cited reason for satisfaction is quality of instruction (77 percent selecting). Course content was selected with only slightly less frequency with 71 percent of the Montgomery students choosing this response. Course location was cited as a reason for satisfaction by 45 percent of the Montgomery College respondents and scheduling was cited as a reason by 34 percent of the respondents. Thus, students appear to be more concerned with instructional quality and course content than they are with location and scheduling as reasons for satisfaction with courses.

Reasons for satisfaction varied somewhat among Montgomery respondents of different sexes, ages, and enrollment goals. Reasons for satisfaction also varied among students who enrolled in courses eligible for State aid, those who enrolled in courses not eligible for State aid and those who enrolled in courses for which aid was not requested. Proportionately more females than males note scheduling and location as reasons for satisfaction. Persons over age 60 were more likely than their younger counterparts to note that they were satisfied because of the quality of instruction and because of course content. Persons who enrolled in courses

TABLE XVI

REASONS FOR SATISFACTION

| REASON | MONTGOMERY COLLEGE RESPONDENTS Percent | STATEWIDE RESPONDENTS Percent |
|---|---|---|
| Quality of Instruction | 76.9% | 76.9% |
| Course Content | 70.5% | 66.7% |
| Scheduling | 34.3% | 33.0% |
| Location | 45.2% | 44.9% |
| Other Reason | 2.8% | 2.8% |
| | (N = 2054) | (N = 16770) |

TABLE XVII

REASONS FOR DISSATISFACTION

| REASON | MONTGOMERY COLLEGE RESPONDENTS Percent | STATEWIDE RESPONDENTS Percent |
|---|---|---|
| Inconvenient Location | 2.8% | 2.2% |
| High Cost | 1.7% | 1.1% |
| Content Too Difficult | .4% | .7% |
| Inconvenient Scheduling | 1.0% | .8% |
| Content Not Challenging | 1.8% | 1.4% |
| Content Not As Advertised | .6% | .6% |
| Other Reason | 2.7% | 2.2% |
| | (N = 2054) | (N = 16770) |

for which aid is not requested and those who enroll for personal or academic reasons were more likely than their counterparts to be satisfied because of course content. Persons in courses eligible for State aid were more likely than those in ineligible courses to be satisfied because of the location of the course (Appendix III, Tables G and H).

When reasons for dissatisfaction are noted, inconvenient location was the most frequently cited reason for dissatisfaction with courses (see Table XVII). Content not challenging and high cost were second in frequency of selection. It is interesting to note that location of classes was not among the most frequent reasons for course satisfaction but was the most frequently selected reason for dissatisfaction. Thus, while the location of courses does not apparently generate positive feelings among many of the respondents, it does seem to have the potential to generate negative feelings and be a major cause of dissatisfaction among those few students who are unhappy with their Community Education courses. Also, the importance of location seems to vary among some subcategories of respondents being more important to females and to persons who enroll in courses eligible for State aid.

## CHAPTER IV

## RELATIONSHIP OF CONTINUING EDUCATION COURSE TO JOB

A series of items in the survey were aimed toward determining the relationship of the course in which the person was enrolled to the person's current job or planned career. Forty-four percent of the Montgomery College respondents noted a direct relationship between their course enrollment and their career. Another 21 percent noted some relationship between these two. Minority students, students under age 60, students enrolled in courses eligible for State aid and students enrolled in courses for career reasons were more likely to note a relationship between their course enrollments and their jobs than were the other students in the sample (Appendix III, Table I).

Across the State, 31 percent of all respondents noted a direct relationship between their course and their job with an additional 20 percent noting some relationship (see Table XVIII). Thus, Montgomery respondents were much more likely to have been enrolled in courses for career-related reasons than were other respondents across the State.

Those respondents who noted a relationship between their job and their course enrollment were asked to indicate the specific types of benefits they hoped to derive from enrolling in the course (see Table XIX). More than 80 percent of the respondents noted that they expected the course to assist them in increasing knowledge required for their jobs. Nearly 80 percent expected the course to increase skills required for their jobs. Montgomery and statewide respondents are very comparable in percentages selecting these two options.

TABLE XVIII

RELATIONSHIP OF COURSE TO CAREER*

| DEGREE OF RELATIONSHIP | MONTGOMERY COLLEGE RESPONDENTS Percent | STATEWIDE RESPONDENTS Percent |
|---|---|---|
| Directly Related | 43.7% | 30.5% |
| Somewhat Related | 20.8% | 19.5% |
| Not at All Related | 35.5% | 50.0% |
| TOTAL | 100.0% (N = 2019) | 100.0% (N = 15866) |

*See also Appendix IV, Figure IV-8

TABLE XIX

JOB-RELATED BENEFITS OF ENROLLING IN COURSES*

| | MONTGOMERY COLLEGE RESPONDENTS Percent of Yes Responses | STATEWIDE RESPONDENTS Percent of Yes Responses |
|---|---|---|
| Increase Knowledge Required for Job | 84.0% | 83.0% |
| Increase Skills Required for Job | 78.8% | 77.5% |
| Assist in Getting a Job | 48.0% | 56.0% |
| Assist in Salary Increases or Promotions | 44.5% | 49.6% |

*See also Appendix IV, Figure IV-9

Forty-eight percent of the Montgomery College respondents as compared to 56 percent of the statewide respondents expected that their course enrollment would assist them in obtaining jobs. Thus, job finding skills are somewhat more important across the State than they are to Montgomery College respondents. Forty-five percent of the Montgomery respondents and 50 percent of the State respondents hoped that course enrollment would help them to obtain salary increases or promotions.

It is apparent, then, that persons who enroll in courses for job-related reasons have a variety of expectations from their class studies. Increasing job skills and knowledge is obviously of importance to nearly all of the students who enroll in non-credit Community Services courses for job-related reasons. Job finding and obtaining salary increases and promotions are also important reasons for course enrollment among many respondents.

Furthermore, the benefits Montgomery respondents expected to derive from course participation varied among different categories of Montgomery College respondents. Proportionately more minority than non-minority respondents expected help in obtaining jobs; proportionately fewer minorities expected their enrollments to help them to obtain salary increases or promotions. Females were more likely than males to expect that their course enrollment would help them in finding jobs. Persons under age 60 were much more likely than their older counterparts to expect that their course enrollment would help them to get salary increases and promotions. This is to be expected since respondents over age 60 are either retired or approaching retirement.

Persons who enrolled in courses eligible for State aid and those who enrolled in courses for career or academic reasons were more likely than their counterparts to note that they expected to increase knowledge

and skills required for their jobs or to increase their ability to obtain jobs. Persons who enrolled for career-related reasons were also more likely to expect salary increases and promotions as a result of completing the course. See Appendix III, Tables J and K for a complete summary of these findings.

From Table XX it can be noted that while 44 percent of the Montgomery respondents were enrolled in courses for reasons directly related to their careers, only 13 percent received tuition subsidies from employers. The majority of the respondents paid their tuitions themselves. Respondents across the State also received employer tuition subsidies infrequently. However, statewide respondents were much more likely to have received tuition waivers, undoubtedly because of the higher age range of the State respondents compared to Montgomery respondents. When only statewide respondents under age 60 are considered, the sources of tuition payments are more similar for Montgomery and statewide respondents (see columns 1 and 3, Table XX).

Sources of tuition payments varied for some sub-groups of Montgomery College respondents. Minorities were more likely to have received employer tuition subsidies than were non-minorities. Males and persons over age 60 were more likely to note that their tuitions had been waived. Persons enrolled in courses that were eligible for State aid were more likely than their counterparts to note that their employers had subsidized their tuitions; persons enrolled in courses for which aid was not requested were more likely to note that their tuitions had been waived (undoubtedly related to the older average age of students in these courses). Students with career-related reasons for enrolling in courses were more likely to have received employer tuition subsidies than were persons with academic or personal reasons for enrollment (see Appendix III, Tables L and M).

TABLE XX

SOURCE OF TUITION PAYMENT*

| SOURCE | (1) MONTGOMERY COLLEGE RESPONDENTS Percent | (2) STATEWIDE RESPONDENTS Percent | (3) STATEWIDE RESPONDENTS AGE 15 - 59 |
|---|---|---|---|
| Self | 77.3% | 64.8% | 75.2% |
| Employer | 12.5% | 10.8% | 12.5% |
| Tuition Waiver | 6.3% | 12.1% | 2.3% |
| Other | 3.9% | 12.2% | 10.0% |
| TOTAL | 100.0% (N = 2004) | 100.0% (N = 15610) | 100.0% (N = 11930) |

*See also Appendix IV, Figure IV-10

## CHAPTER V

## CONTINUING EDUCATION ORIENTATION

Several items on the survey were aimed toward understanding how students found out about the non-credit courses in which they were enrolled, what other types of courses they were enrolled in concurrently with their non-credit courses, and in what types of courses they would like to enroll in the future. These items are an indication of the students' current and future interests in educational pursuits.

For Montgomery College respondents, a college publication was by far the most frequently selected method by which students had learned about the course in which they were enrolled (Table XXI). Sixty-one percent of the respondents selected this option, undoubtedly reflecting the fact that the College sends a Community Services brochure to every household in Montgomery County. Statewide, only 37 percent of the respondents noted that they had learned about the course through a college publication. Undoubtedly, some community colleges do not mail brochures to every county residence. As a result, newspapers and word of mouth advertising are much more frequent publicity sources in other counties than they are in Montgomery County. These findings indicate that the Montgomery College's Community Services brochure is an effective means of promoting its non-credit options, since no other publicity source was as frequently noted as an information source by Montgomery respondents or by statewide respondents.

Sources of information about the Montgomery College non-credit program varied somewhat among persons with different goals and persons who enrolled in courses of differing eligibility for State aid (Appendix III,

TABLE XXI

HOW RESPONDENTS BECAME AWARE OF COURSE*

| | MONTGOMERY COLLEGE RESPONDENTS Percent | STATEWIDE RESPONDENTS Percent |
|---|---|---|
| Newspaper | 8.6% | 14.0% |
| Neighbor | 10.5% | 19.2% |
| College Publication | 61.2% | 36.9% |
| TV-Radio | .3% | .4% |
| Employer | 9.6% | 9.7% |
| Self-Inquiry | 6.7% | 9.2% |
| Other | 3.1% | 10.6% |
| TOTAL | 100.0% (N = 1952) | 100.0% (N = 15172) |

*See also Appendix IV, Figure IV-11

Table N). Persons who enrolled in courses for career-related reasons were much more likely than those with academic or personal enrollment goals to note that they had learned about the course from their employer. They were less likely to note that they had learned about the course through college publications. Persons enrolled in courses eligible for State aid were less likely than those enrolled in ineligible courses to note that the newspaper or a college publication was their source of information about the course in which they had enrolled. They were more likely to indicate that they had learned about the course through their employer or through a self-made inquiry.

As regards enrollment in other courses, the majority of the Montgomery and statewide respondents were enrolled in no courses other than the one in which they completed the survey (Table XXII). Of those students who were enrolled in other courses, most were enrolled in another non-credit course at the same college. Fifteen percent of the Montgomery respondents were enrolled in another non-credit course at the College compared to 18 percent of the respondents across the State. Thus, a substantial number of respondents enroll in more than one non-credit course at the same time. Other types of courses that Montgomery respondents enrolled in with some frequency include credit courses from other colleges and non-credit courses sponsored by churches. Montgomery College respondents are slightly less likely to have been enrolled in another credit course at the College itself than are respondents across the State. However, Montgomery respondents enroll in a wider variety of non-credit course options than do statewide respondents, more frequently taking courses from public schools, churches, and employers. This indicates that while Montgomery College may be the most important provider of

TABLE XXII

OTHER TYPES OF COURSES
RESPONDENTS ARE ENROLLED IN

| TYPE OF COURSE | MONTGOMERY COLLEGE RESPONDENTS Percent Enrolling | STATEWIDE RESPONDENTS Percent Enrolling |
|---|---|---|
| Other Course Credit This College | 3.0% | 5.0% |
| Other Course Credit Another College | 4.1% | 3.3% |
| Other Course Noncredit This College | 14.6% | 18.4% |
| Other Course Noncredit Another College | 1.8% | 1.9% |
| Other Course Noncredit from Church | 4.7% | 3.3% |
| Other Course Noncredit from Public Schools | 3.3% | 1.7% |
| Other Course Noncredit from Employer | 2.9% | 1.8% |
| Taking No Other Course at this Time | 60.9% | 54.9% |
| Other | 3.1% | 3.3% |
| | (N = 2054) | (N = 16770) |

non-credit education in the County, it certainly is not the only provider of such education. The higher than statewide enrollment in non-credit courses offered by employers is probably attributable to the fact that the government offers a variety of educational opportunities to its employees. Many Montgomery Countians are employed in government positions.

Sub-groups of Montgomery College respondents varied somewhat in their indications of enrollment in other courses concurrent with the course in which they had completed the survey (Appendix III, Tables O and P). Males were more likely than females to have been enrolled in more than one Montgomery College non-credit course at the same time. Females and persons over age 60 were more likely than their counterparts to have been enrolled in a non-credit course offered by a church. Persons over age 60 were also more likely than their younger counterparts to have been enrolled in more than one non-credit course at Montgomery College at the same time. They were less likely to note that they were taking no other courses at the same time. Persons enrolled in courses that were not eligible for aid were more likely to be enrolled in more than one Montgomery College non-credit course at the same time. People who had personal development reasons for enrolling in courses were more likely to have been enrolled in non-credit courses offered by churches and public schools than were those with career or academic goals. Persons who had enrolled in courses for career-related reasons were more likely to have been concurrently enrolled in a non-credit course offered by an employer. Persons with personal development goals were more likely than their counterparts to note that they had been enrolled in more than one course at the same time.

Student indications of future types of non-credit offerings they would like to pursue vary widely (Table XXIII). Most frequently selected categories of courses by Montgomery respondents are as follows: management/leadership (17.4 percent); human relations (16.8 percent); leisure/recreation (15.4 percent); art/drama (13.3 percent); career planning (13.3 percent); business, manufacturing, commerce (12.6 percent); language, literature, foreign language (10.5 percent); and family life/parenting (10.3 percent). Montgomery students' responses are fairly comparable to those across the State except for the fact that Montgomery College respondents are more interested in business and management-related courses and human relations courses. State respondents are more interested in homemaking/home improvement and physical education courses than are Montgomery respondents. Thus, Montgomery College respondents had enrolled in courses for career-related reasons more frequently than statewide respondents and appear to desire courses that are career-related, particularly those related to the field of business.

TABLE XXIII

AREAS STUDENTS WOULD LIKE INCLUDED
IN FUTURE NON-CREDIT OFFERINGS

| CATEGORY OF COURSE | MONTGOMERY COLLEGE RESPONDENTS Percent Selecting | STATEWIDE RESPONDENTS Percent Selecting |
|---|---|---|
| Agriculture/Natural Resources | 6.0% | 6.7% |
| Ecology | 7.2% | 6.5% |
| Art/Drama/etc. | 13.3% | 14.9% |
| Business, Manuf., Commerce | 12.6% | 8.3% |
| Human Relations | 16.8% | 13.5% |
| Engineering | 3.2% | 5.3% |
| Allied Health | 7.9% | 7.5% |
| Homemaking/Home Improvement | 9.9% | 13.1% |
| Language, Literature, Foreign Language | 10.5% | 10.4% |
| Basic Skills/Reading, Math, English | 5.2% | 7.5% |
| Law/Political Science/Police Science | 7.7% | 6.6% |
| Philosophy/Religion/Theology | 8.4% | 6.7% |
| Physical Education | 7.2% | 11.0% |
| Leisure/Recreation | 15.4% | 17.9% |
| Management/Leadership | 17.4% | 11.2% |
| Mechanical/Technical | 5.3% | 7.2% |
| Natural Sciences | 6.0% | 5.2% |
| Family Life/Parenting | 10.3% | 9.2% |
| Data Processing | 6.3% | 7.2% |
| Clerical/Secretarial | 7.4% | 7.3% |
| Career Planning | 13.3% | 12.1% |
| | (N = 2054) | (N = 16770) |

## CHAPTER VI

## CONCLUSIONS AND RECOMMENDATIONS

An important conclusion derived from the research study is that students at Montgomery College and across the State are well satisfied with the educational experiences that they have encountered in Community Services non-credit courses. They are satisfied primarily because of the quality of instruction and because of the course content. Older respondents are somewhat more satisfied than younger respondents. At Montgomery there is apparently some drop in satisfaction among persons who have completed 26 to 50 percent of their coursework.

A wide variety of people are being served by non-credit course offerings as indicated by the demographic characteristics of respondents. When comparing the characteristics of respondents to the Montgomery County population, the following findings are noted: females, persons 25-44 years old, whites, and college educated persons are more frequently represented among the enrollment than they are in the County population.

Montgomery College respondents differ from statewide respondents in a number of ways. Montgomery respondents are more frequently white; male; and employed in business-related, service and government occupations. They are younger and are more highly educated. They are more likely to have been enrolled in business and health care courses and more frequently enrolled in courses for career-related reasons. However, Montgomery respondents are less likely than those statewide to expect that their course enrollment will assist them in obtaining a job. Most are seeking increased knowledge or increased skills required for their jobs.

Montgomery College respondents are more likely to note that they had learned about the course that they enrolled in from a college publication. This finding is undoubtedly related to the fact that Montgomery College mails its Community Services brochure to every household in the County. In terms of future course interests, Montgomery respondents are more interested in future enrollment in business and management-related courses and in human relations courses than are respondents throughout the State. Specific categories that respondents noted to be of interest to them include the following: management/leadership; human relations; art/drama; career planning; business, manufacturing, and commerce; language, literature, foreign language; and family life/parenting.

Responses of different categories of Montgomery College students differ on many items. Minorities are more career-oriented than are non-minorities in their reasons for enrolling in courses, seeking job-finding skills in greater proportions than their non-minority counterparts. They also selected career-related courses with greater frequency. Courses that are eligible for State aid attract a more career-oriented group of participants than do courses that are not eligible for aid. Scheduling and location are apparently more important to female respondents than to male respondents. This finding is undoubtedly related to the home and family schedules that many females must conform to when enrolling in courses.

Recommendations

1. The staff of Community Services should consider developing courses aimed toward attracting those elements of the County population that are underrepresented in course enrollments (males, persons younger than age 25 and older than age 44,

members of minority groups, and persons who have not attained the bachelor's degree.

2. Instructors in non-credit courses should attempt to counter the temporary drop in satisfaction that occurs when 26-50 percent of the course is completed through special efforts to encourage student interest during this period of class time.
3. Community Services should continue mailing its brochure to every household in the County, as it is obviously a very effective information and publicity source.
4. The staff of Community Services should compare its planned future offerings to the desires of students for courses as noted in Chapter V and make adjustments, if necessary.
5. The College should use the information collected through this study to promote the fact that its non-credit course offerings meet a variety of critical educational needs, particularly adult career development and personal enrichment.
6. The College should reexamine the locations in which it offers its non-credit courses, since location was the most frequently cited reason for dissatisfaction and was not a very frequently cited reason for satisfaction with courses.

APPENDIX I

# MARYLAND PUBLIC COMMUNITY COLLEGES
# CONTINUING EDUCATION SURVEY

The purpose of this questionnaire is to help your community college and the State Board for community colleges assess and improve noncredit courses. All answers are confidential. Please complete and return to instructor. Thank you for your help.

1-2 A. What is the name of this college?

_____

B. What is the course number of this noncredit course?

3-8 ☐☐☐☐☐☐

C. What percent of this course have you completed? (Instructor will advise)

9-11 ☐☐☐

D. Why are you taking this course? (Check one)

- ☐ 1. Prepare for a new career
- ☐ 2. Improve skills for current job
- ☐ 3. Exploration of new subject area
- ☐ 4. Preparation for entry into a degree/certificate program at a college
- ☐ 5. Licensure or certification for current employment
- ☐ 6. Develop a leisure time activity
- ☐ 7. Personal interest and self-enrichment
- ☐ 8. Other (Please specify)

12

_____

E. How satisfied are you with this course? (Check one)

- ☐ 1. Extremely satisifed
- ☐ 2. Satisfied
- ☐ 3. Unsatisfied

13

F. If your are not satisfied with this course, which of the following reasons would apply? (Check as many as apply)

- 14 ☐ Inconvenient location
- 15 ☐ High cost
- 16 ☐ Course content too difficult
- 17 ☐ Inconvenient scheduling
- 18 ☐ Course content not challenging
- 19 ☐ Course content not as advertised
- 20 ☐ Other (Please specify)

_____

G. If you are satisifed with this course, which of the following reasons would apply? (Check as many as apply)

- 21 ☐ Quality of instruction
- 22 ☐ Course content
- 23 ☐ Scheduling
- 24 ☐ Location
- 25 ☐ Other (Please specify)

_____

H. Who is paying for your tuition? (Check one)

- ☐ 1. Self
- ☐ 2. Employer
- ☐ 3. Tuition waiver
- ☐ 4. Other (Please specify)

26

_____

I. Check the answer below which corresponds to the relationship between this course and your current career or the career which you plan to enter. (Check one)

- ☐ 1. Directly
- ☐ 2. Somewhat
- ☐ 3. Not at all

27

*(If you checked "not at all" in question I, go directly to question K. If you checked "directly" or "somewhat", please answer J.)*

J. If you are taking this community college course for job-related reasons, do you believe this course will assist you in:

Increasing the knowledge required for your job? (Check one)

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Not applicable

28

Increasing the skills required by your job? (Check one)

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Not applicable

29

Obtaining a job? (Check one)

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Not applicable

30

Obtaining salary increases and/or promotions? (Check one)

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Not applicable

31

K. How did you become aware of this noncredit course? (Check one)

- ☐ 1. Newspaper article or advertisement
- ☐ 2. Neighbor/friend or relative
- ☐ 3. College publication distributed in my community
- ☐ 4. Television or radio announcement
- ☐ 5. Employer
- ☐ 6. Self-inquiry
- ☐ 7. Other (Please specify)

32

_____

L. What other types of courses are you taking? (Check as many as apply)

- ☐ Credit course sponsored by this college
- ☐ Credit course sponsored by another college
- ☐ Noncredit course sponsored by this college
- ☐ Noncredit course sponsored by another college
- ☐ Noncredit course sponsored by church, recreation center, etc.
- ☐ Noncredit course sponsored by the public school system
- ☐ Noncredit course sponsored by your employer
- ☐ No other courses at this time
- ☐ Other (Please specify)

33 34 35 36 37 38 39 40 41

_____

M. What general areas would you like to see included in this college's future noncredit course offerings? (Check as many as apply)

- ☐ Agriculture/Natural Resources
- ☐ Ecology
- ☐ Art/Drama/etc.
- ☐ Business, Manufacturing and Commerce
- ☐ Human Relations
- ☐ Engineering
- ☐ Allied Health
- ☐ Homemaking/Home Improvement
- ☐ Language Literature, Foreign Language
- ☐ Basic skills/Reading, Math, English
- ☐ Law/Political Science/Police Science
- ☐ Philosophy/Religion/Theology
- ☐ Physical Education
- ☐ Leisure/Recreation
- ☐ Management/Leadership
- ☐ Mechanical/Technical
- ☐ Natural Sciences
- ☐ Family Life/Parenting
- ☐ Data Processing
- ☐ Clerical/Secretarial
- ☐ Career Planning

42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62

## STUDENT INFORMATION

N. What is your sex?

- ☐ 1. Female
- ☐ 2. Male

63

O. What is the zip code of your home?

☐☐☐☐☐

64-68

P. What is your county of residency?

_____

69-70

Q. Are you a U.S. citizen?

- ☐ 1. Yes
- ☐ 2. No

71

R. What is your year of birth?

☐☐☐☐

72-75

S. What is your race? (Check one)

- ☐ 1. American Indian
- ☐ 2. Black
- ☐ 3. Asian
- ☐ 4. White
- ☐ 5. Hispanic

76

T. What is your current employment status? (Check one)

- ☐ 1. Full-time home responsibility
- ☐ 2. Self-employed
- ☐ 3. Employed full-time
- ☐ 4. Employed part-time
- ☐ 5. Unemployed and seeking a job
- ☐ 6. Unemployed and not seeking a job
- ☐ 7. Retired and seeking a job
- ☐ 8. Retired and not seeking a job
- ☐ 9. Other (Please specify)

77

_____

U. What is your highest level of education achieved to this date? (Check one)

- ☐ 1. High school diploma
- ☐ 2. Certificate
- ☐ 3. AA/AS degree
- ☐ 4. BA/BS degree
- ☐ 5. MA/MS degree
- ☐ 6. Doctorate
- ☐ 7. None of the above

78

V. Which of the following career/employment areas describes your current job? (Check one)

- ☐ 1. Agriculture/Mining
- ☐ 2. Manufacturing
- ☐ 3. Construction
- ☐ 4. Transportation or public utilities
- ☐ 5. Wholesale or retail
- ☐ 6. Finance, insurance, or real estate
- ☐ 7. Law, medicine, and other services
- ☐ 8. Government
- ☐ 9. Education
- ☐ 10. Homemaker

79-80

*THANK YOU!*



64

# APPENDIX II

## COMPARISON OF THE DEMOGRAPHIC CHARACTERISTICS OF THE MONTGOMERY COLLEGE SURVEY RESPONDENTS TO THE MONTGOMERY COUNTY POPULATION

TABLE A

DISTRIBUTION BY SEX**
SURVEY RESPONDENTS AND COUNTY POPULATION

| SEX | MONTGOMERY COLLEGE RESPONDENTS<br>Percent | MONTGOMERY CO. POPULATION* (age 15 and above) ESTIMATED 1978<br>Percent |
|---|---|---|
| Males | 37% | 48% |
| Females | 63% | 52% |
| TOTAL | 100%<br>(N = 1992) | 100%<br>(N = 462690) |

*Based on interpolations of Montgomery County Planning Board population projections

**See also Figure II-1

TABLE B

DISTRIBUTION BY AGE**
SURVEY RESPONDENTS AND COUNTY POPULATION

| AGE | MONTGOMERY COLLEGE RESPONDENTS<br>Percent | MONTGOMERY CO. POPULATION* ESTIMATED 1978<br>Percent |
|---|---|---|
| 15 - 21 | 5% | 14% |
| 22 - 24 | 7% | 7% |
| 25 - 34 | 32% | 21% |
| 35 - 44 | 23% | 16% |
| 45 - 64 | 28% | 31% |
| 65+ | 5% | 12% |
| TOTAL | 100%<br>(N = 1948) | 100%<br>(N = 462690) |

*Based on interpolations of Montgomery County Planning Board population projections

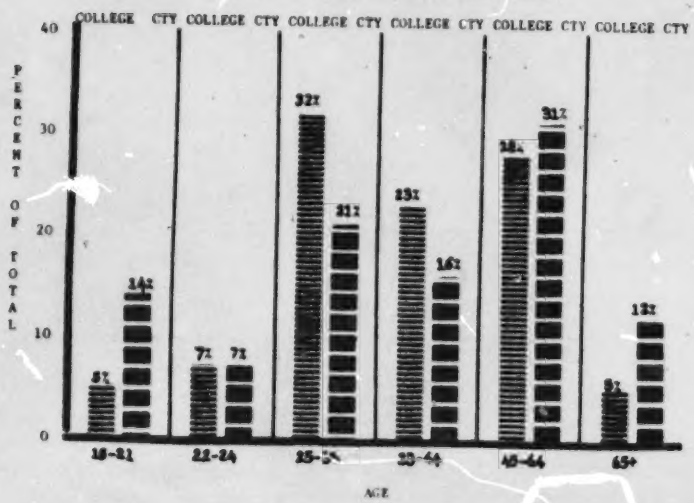
**See also Figure II-2

FIGURE II -1

DISTRIBUTION BY SEX
SURVEY RESPONDENTS AND MONTGOMERY COUNTY

FIGURE II -2

DISTRIBUTION BY AGE
SURVEY RESPONDENTS AND MONTGOMERY COUNTY






67

TABLE C

DISTRIBUTION BY RACE**
SURVEY RESPONDENTS AND COUNTY POPULATION

| RACE | MONTGOMERY COLLEGE RESPONDENTS Percent | MONTGOMERY CO. POPULATION* (age 15 and above) ESTIMATED 1978 Percent |
|---|---|---|
| White | 90% | 85% |
| Black | 5% | 4% |
| Spanish-American | 1% | 3% |
| Other | 4% | 8% |
| TOTAL | 100% (N = 1987) | 100% (N = 601600) |

*Based on interpolations of Montgomery County Planning Board population projections

**See also Figure II-3

TABLE D

DISTRIBUTION BY EDUCATIONAL LEVEL**
SURVEY RESPONDENTS AND COUNTY POPULATION

| EDUCATIONAL LEVEL | MONTGOMERY COLLEGE RESPONDENTS Percent | MONTGOMERY CO. POPULATION ESTIMATED 1978 Percent* |
|---|---|---|
| Less than 16 years | 49% | 67% |
| 16 years or more | 51% | 33% |
| TOTAL | 100% (N = 1939) | 100% (N = 282695) |

*1970 Census data figures for persons 25 years of age and older. Twelve percent of the Montgomery respondents are under age 25. Thus the two columns are not completely comparable but are reasonably so.

**See also Figure II-4

FIGURE II -3

DISTRIBUTION BY RACE
SURVEY RESPONDENTS AND MONTGOMERY COUNTY

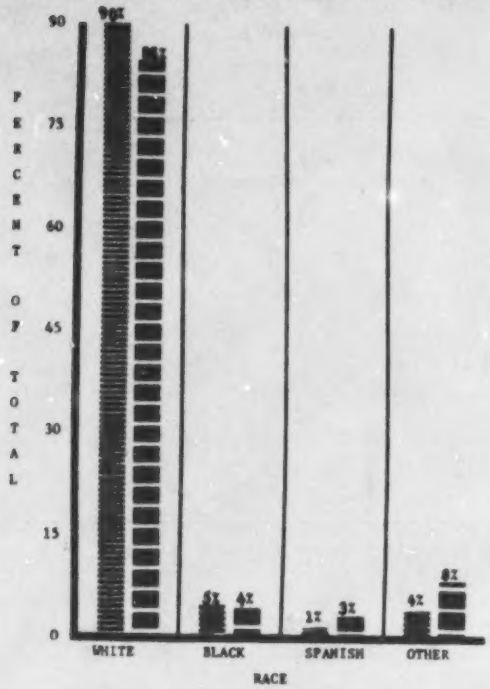
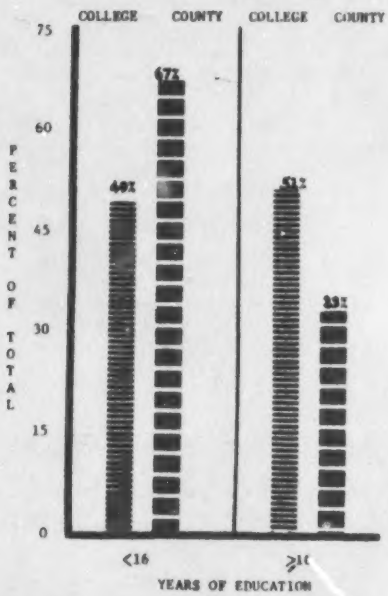



FIGURE II -4

DISTRIBUTION BY EDUCATIONAL LEVEL
SURVEY RESPONDENTS AND MONTGOMERY COUNTY



# APPENDIX III

## CROSSTABULATIONS OF ITEMS
## BY RACE, SEX, AGE, ELIGIBILITY
## OF COURSE FOR AID AND REASON FOR ENROLLING

## APPENDIX III

### TABLE A

### DEMOGRAPHIC CHARACTERISTICS BY RACE

| RACE / CHARACTERISTIC | NON-MINORITIES Percent | MINORITIES Percent | TOTAL PERCENT |
|---|---|---|---|
| I. EMPLOYMENT STATUS | | | |
| Home | 9.4% | 6.6% | 9.2% |
| Self-Employed | 10.2% | 2.8% | 9.8% |
| Full-Time | 56.8% | 72.6% | 57.7% |
| Part-Time | 9.7% | 3.8% | 9.4% |
| Unemployed and Seeking Work | 3.3% | 9.4% | 3.7% |
| Unemployed and Not Seeking Work | 1.9% | 1.9% | 1.9% |
| Retired and Seeking Work | 1.0% | 0 | .9% |
| Retired and Not Seeking Work | 5.9% | 0 | 5.6% |
| Other | 1.7% | 2.8% | 1.8% |
| | (N = 1737) | (N = 106) | (N = 1843) |
| II. INDUSTRY AREA OF EMPLOYMENT | | | |
| Agriculture-Mining | .5% | 1.1% | .5% |
| Manufacturing | 3.5% | 4.6% | 3.6% |
| Construction | 4.1% | 2.3% | 4.0% |
| Transportation-Utilities | 2.1% | 4.6% | 2.2% |
| Wholesale-Retail | 8.0% | 0 | 7.5% |
| Finance | 20.3% | 17.2% | 20.1% |
| Law-Medicine | 22.3% | 21.8% | 22.2% |
| Government | 17.1% | 29.9% | 17.8% |
| Education | 8.7% | 8.0% | 8.7% |
| Home | 13.3% | 10.3% | 13.2% |
| | (N = 1522) | (N = 87) | (N = 1609) |

TABLE A
(Continued)

DEMOGRAPHIC CHARACTERISTICS BY RACE

| RACE<br>CHARACTERISTIC | NON-MINORITIES<br>Percent | MINORITIES<br>Percent | TOTAL<br>PERCENT |
|---|---|---|---|
| III. HIGHEST LEVEL OF EDUCATION | | | |
| High School Diploma | 33.5% | 41.5% | 34.0% |
| Certificate | 2.6% | 4.7% | 2.7% |
| A.A. - A.S. | 7.9% | 11.3% | 8.1% |
| B.A. - B.S. | 33.8% | 22.6% | 33.1% |
| M.A. - M.S. | 14.5% | 6.6% | 14.0% |
| Doctor | 3.6% | .9% | 3.5% |
| None of the above | 4.1% | 12.3% | 4.6% |
| | (N = 1717) | (N = 106) | (N = 1823) |

APPENDIX III

TABLE B

DEMOGRAPHIC CHARACTERISTICS BY SEX

| SEX / CHARACTERISTIC | MALES Percent | FEMALES Percent | TOTAL PERCENT |
|---|---|---|---|
| I. EMPLOYMENT STATUS | | | |
| Home | 3.7% | 12.2% | 9.0% |
| Self-Employed | 15.6% | 6.6% | 10.0% |
| Full-Time | 67.3% | 53.0% | 58.4% |
| Part-Time | 2.5% | 13.2% | 9.2% |
| Unemployed and Seeking Work | 1.5% | 5.2% | 3.8% |
| Unemployed and Not Seeking Work | .6% | 2.7% | 1.9% |
| Retired and Seeking Work | 1.5% | .5% | .9% |
| Retired and Not Seeking Work | 6.8% | 4.2% | 5.2% |
| Other | .6% | 2.3% | 1.7% |
| | (N = 1200) | (N = 725) | (N = 1925) |
| II. HIGHEST EDUCATION | | | |
| High School Diploma | 26.2% | 37.4% | 33.1% |
| Certificate | 2.2% | 3.1% | 2.8% |
| A.A. - A.S. | 5.7% | 9.7% | 8.2% |
| B.A. - B.S. | 35.7% | 32.0% | 33.4% |
| M.A. - M.S. | 18.8% | 10.9% | 13.9% |
| Doctor | 8.0% | 1.2% | 3.8% |
| None of above | 3.4% | 5.7% | 4.8% |
| | (N = 1183) | (N = 725) | (N = 1908) |

TABLE B
(Continued)

DEMOGRAPHIC CHARACTERISTICS BY SEX

| SEX / CHARACTERISTIC | MALES Percent | FEMALES Percent | TOTAL PERCENT |
|---|---|---|---|
| III. INDUSTRY AREA OF EMPLOYMENT | | | |
| Agriculture-Mining | 1.1% | .3% | .6% |
| Manufacturing | 7.2% | 1.9% | 3.9% |
| Construction | 8.8% | 1.7% | 4.4% |
| Transportation-Utilities | 3.1% | 1.9% | 2.4% |
| Wholesale-Retail | 8.5% | 7.1% | 7.6% |
| Finance | 27.7% | 15.1% | 19.9% |
| Law-Medicine | 11.9% | 27.9% | 21.8% |
| Government | 27.3% | 12.6% | 18.1% |
| Education | 3.9% | 11.3% | 8.5% |
| Home | .5% | 20.3% | 12.8% |
| | (N = 1048) | (N = 638) | (N = 1686) |

## APPENDIX III

### TABLE C

### DEMOGRAPHIC CHARACTERISTICS BY AGE

| CHARACTERISTIC \ AGE | 15 - 59 Percent | 60 & Above Percent | TOTAL PERCENT |
|---|---|---|---|
| I. SEX | | | |
| Male | 35.4% | 54.1% | 37.4% |
| Female | 64.6% | 45.9% | 62.6% |
| | (N = 1709) | (N = 207) | (N = 1916) |
| II. RACE | | | |
| Non-Minority | 93.3% | 100.0% | 94.1% |
| Minority | 6.7% | 0 | 5.9% |
| | (N = 1628) | (N = 209) | (N = 1837) |
| III. CURRENT EMPLOYMENT STATUS | | | |
| Home | 9.5% | 6.4% | 9.2% |
| Self-employed | 9.5% | 12.4% | 9.8% |
| Full-time | 62.8% | 19.3% | 58.1% |
| Part-time | 9.8% | 5.9% | 9.4% |
| Unemployed and Seeking Work | 4.3% | 1.0% | 4.0% |
| Unemployed and Not Seeking Work | 2.1% | .0 | 1.9% |
| Retired and Seeking Work | .1% | 7.4% | .8% |
| Retired and Not Seeking Work | .5% | 44.6% | 5.2% |
| Other | 1.4% | 3.0% | 1.5% |
| | (N = 1688) | (N = 202) | (N = 1890) |
| IV. HIGHEST LEVEL OF EDUCATION | | | |
| High School Diploma | 32.4% | 34.2% | 32.6% |
| Certificate | 2.9% | 1.5% | 2.7% |
| A.A. - A.S. | 8.8% | 4.0% | 8.3% |
| B.A. - B.S. | 34.3% | 28.6% | 33.7% |
| M.A. - M.S. | 13.3% | 20.6% | 14.1% |
| Doctor | 3.3% | 7.5% | 3.8% |
| None of above | 5.0% | 3.5% | 4.9% |
| | (N = 1674) | (N = 199) | (N = 1873) |

TABLE C
(Continued)

DEMOGRAPHIC CHARACTERISTICS BY AGE

| AGE / CHARACTERISTIC | 15 - 59 Percent | 60 & Above Percent | TOTAL PERCENT |
|---|---|---|---|
| V. INDUSTRY AREA OF CURRENT EMPLOYMENT | | | |
| Agriculture-Mining | .6% | .7% | .6% |
| Manufacturing | 4.0% | 1.4% | 3.8% |
| Construction | 4.4% | 2.2% | 4.2% |
| Transportation-Utilities | 2.4% | 1.4% | 2.4% |
| Wholesale-Retail | 7.9% | 4.3% | 7.6% |
| Finance | 19.5% | 23.0% | 19.8% |
| Law-Medicine | 22.5% | 13.7% | 21.8% |
| Government | 18.1% | 16.5% | 18.0% |
| Education | 8.7% | 8.6% | 8.7% |
| Home | 11.8% | 28.1% | 13.2% |
| | (N = 1519) | (N = 139) | (N = 1658) |

APPENDIX III

TABLE D

SUBJECT MATTER OF COURSE ENROLLED IN
BY SEX, RACE AND AGE

| SEX/RACE/AGE / SUBJECT MATTER OF COURSE | MALES Percent | FEMALES Percent | NON-MINORITIES Percent | MINORITIES Percent | 15 - 59 Percent | 60 & Above Percent |
|---|---|---|---|---|---|---|
| Agriculture-Natural Resources | 1.0% | .7% | 1.0% | 0 | .9% | .8% |
| Architecture | 3.1% | .4% | 1.3% | 0 | 1.5% | 0 |
| Arts | 2.1% | 2.4% | 2.6% | 0 | 2.2% | 2.4% |
| Business | 59.0% | 46.1% | 50.0% | 51.2% | 52.2% | 40.2% |
| Communication | 3.5% | 2.9% | 3.2% | 1.3% | 2.3% | 9.4% |
| Education | 5.1% | 8.7% | 7.8% | 6.3% | 8.1% | 1.6% |
| Engineering | 2.3% | .1% | 1.0% | 0 | .8% | 1.6% |
| Health Care | 3.3% | 15.6% | 11.7% | 5.0% | 11.8% | 7.1% |
| Home Economics | .6% | 5.3% | 3.5% | 8.8% | 3.5% | 4.7% |
| Industrial Arts | 11.9% | 5.3% | 6.6% | 22.5% | 7.7% | 4.7% |
| Language | 1.2% | 1.7% | 1.5% | 2.5% | 1.5% | 1.6% |
| Physical Education-Leisure | 3.3% | 8.2% | 7.0% | 0 | 5.4% | 16.5% |
| Social Sciences | 3.5% | 2.5% | 2.9% | 2.5% | 2.2% | 9.4% |
| | (N = 512) | (N = 956) | (N = 1329) | (N = 80) | (N = 1326) | (N = 127) |

APPENDIX III

TABLE E

DEMOGRAPHIC CHARACTERISTICS BY
ELIGIBILITY OF COURSE FOR STATE AID

| ELIGIBILITY / CHARACTERISTIC | ELIGIBLE Percent | NOT ELIGIBLE Percent | AID NOT REQUESTED Percent | TOTAL PERCENT |
|---|---|---|---|---|
| I. RACE | | | | |
| Non-minority | 93.5% | 96.3% | 97.4% | 94.3% |
| Minority | 6.5% | 3.7% | 2.6% | 5.7% |
| | (N = 1094) | (N = 82) | (N = 233) | (N = 1409) |
| II. SEX | | | | |
| Male | 37.1% | 30.9% | 25.3% | 34.9% |
| Female | 62.9% | 69.1% | 74.7% | 65.1% |
| | (N = 1150) | (N = 81) | (N = 237) | (N = 1468) |
| III. CURRENT EMPLOYMENT STATUS | | | | |
| Home | 8.2% | 13.6% | 16.2% | 9.8% |
| Self-employed | 10.5% | 6.2% | 8.1% | 9.9% |
| Full-time | 61.2% | 59.3% | 46.2% | 58.6% |
| Part-time | 10.3% | 9.9% | 7.7% | 9.9% |
| Unemployed and Seeking Work | 4.1% | 4.9% | 4.3% | 4.1% |
| Unemployed and Not Seeking Work | 1.7% | 0 | 3.8% | 1.9% |
| Retired and Seeking Work | .9% | 0 | .9% | .8% |
| Retired and Not Seeking Work | 1.6% | 4.9% | 11.1% | 3.3% |
| Other | 1.6% | 1.2% | 1.7% | 1.6% |
| | (N = 1133) | (N = 81) | (N = 234) | (N = 1448) |
| IV. REASON FOR TAKING COURSE | | | | |
| Career | 70.5% | 23.0% | 4.1% | 57.0% |
| Academic | 9.6% | 4.1% | 6.0% | 8.7% |
| Personal | 19.9% | 73.0% | 89.9% | 34.3% |
| | (N = 1043) | (N = 74) | (N = 218) | (N = 1335) |

TABLE E
(Continued)

DEMOGRAPHIC CHARACTERISTICS BY
ELIGIBILITY OF COURSE FOR STATE AID

| CHARACTERISTIC / ELIGIBILITY | ELIGIBLE Percent | NOT ELIGIBLE Percent | AID NOT REQUESTED Percent | TOTAL PERCENT |
|---|---|---|---|---|
| V. INDUSTRY AREA OF CURRENT EMPLOYMENT | | | | |
| Agriculture-Mining | .9% | 1.4% | 0 | .8% |
| Manufacturing | 4.7% | 2.9% | 2.5% | 4.3% |
| Construction | 4.8% | 4.3% | 2.5% | 4.4% |
| Transportation-Utilities | 2.6% | 0 | .5% | 2.1% |
| Wholesale-Retail | 7.5% | 14.3% | 7.0% | 7.8% |
| Finance | 17.4% | 8.6% | 7.5% | 17.0% |
| Law-Medicine | 23.9% | 18.6% | 17.6% | 22.6% |
| Government | 18.4% | 22.9% | 20.6% | 19.0% |
| Education | 7.0% | 15.7% | 13.1% | 8.4% |
| Home | 10.8% | 11.4% | 28.6% | 13.6% |
| | (N = 1016) | (N = 70) | (N = 199) | (N = 1285) |

APPENDIX III

TABLE F

DEMOGRAPHIC CHARACTERISTICS BY REASON FOR ENROLLING IN COURSE

| GOAL / CHARACTERISTIC | CAREER Percent | ACADEMIC Percent | PERSONAL Percent | TOTAL PERCENT |
|---|---|---|---|---|
| I. RACE | | | | |
| Non-minority | 91.4% | 91.1% | 97.1% | 93.6% |
| Minority | 8.6% | 8.9% | 2.9% | 6.4% |
| | (N = 859) | (N = 157) | (N = 661) | (N = 1677) |
| II. CURRENT EMPLOYMENT STATUS | | | | |
| Home | 7.2% | 8.7% | 12.2% | 9.3% |
| Self-employed | 11.9% | 8.7% | 7.6% | 9.9% |
| Full-time | 62.8% | 58.1% | 52.0% | 58.1% |
| Part-time | 8.9% | 7.0% | 8.7% | 8.6% |
| Unemployed and Seeking Work | 4.8% | 4.7% | 3.2% | 4.2% |
| Unemployed and Not Seeking Work | 1.5% | 3.5% | 2.1% | 1.9% |
| Retired and Seeking Work | .6% | 1.2% | 1.5% | 1.0% |
| Retired and Not Seeking Work | .7% | 5.8% | 11.0% | 5.2% |
| Other | 1.6% | 2.3% | 1.8% | 1.7% |
| | (N = 888) | (N = 172) | (N = 681) | (N = 1741) |
| III. HIGHEST LEVEL OF EDUCATION | | | | |
| High School Diploma | 36.4% | 30.7% | 27.6% | 32.4% |
| Certificate | 2.8% | 3.6% | 2.7% | 2.8% |
| A.A. - A.S. | 9.3% | 9.0% | 5.8% | 7.9% |
| B.A. - B.S. | 33.6% | 30.1% | 35.5% | 34.0% |
| M.A. - M.S. | 11.7% | 17.5% | 16.9% | 14.3% |
| Doctorate | 1.7% | 6.0% | 6.1% | 3.8% |
| None of above | 4.4% | 3.0% | 5.5% | 4.7% |
| | (N = 880) | (N = 166) | (N = 674) | (N = 1720) |

TABLE F
(Continued)

DEMOGRAPHIC CHARACTERISTICS BY REASON
FOR ENROLLING IN COURSE

| GOAL / CHARACTERISTIC | CAREER Percent | ACADEMIC Percent | PERSONAL Percent | TOTAL PERCENT |
|---|---|---|---|---|
| IV. INDUSTRY AREA OF CURRENT EMPLOYMENT | | | | |
| Agri-Mining | .5% | 1.4% | .2% | .5% |
| Manufacturing | 4.8% | 6.8% | 3.2% | 4.4% |
| Construction | 4.5% | 4.8% | 4.6% | 4.6% |
| Transportation-Utilities | 2.4% | 2.7% | 1.4% | 2.1% |
| Wholesale-Retail | 9.4% | 3.4% | 6.3% | 7.7% |
| Finance | 28.3% | 15.0% | 8.5% | 19.5% |
| Law-Medicine | 19.6% | 21.1% | 22.5% | 20.8% |
| Government | 14.7% | 23.8% | 21.8% | 18.3% |
| Education | 6.8% | 7.5% | 11.8% | 8.7% |
| Home | 9.0% | 13.6% | 19.7% | 13.5% |
| | (N = 796) | (N = 147) | (N = 568) | (N = 1511) |
| V. AGE | | | | |
| 15 - 59 | 94.6% | 89.4% | 81.6% | 89.1% |
| 60 and above | 5.4% | 10.6% | 18.4% | 10.9% |
| | (N = 893) | (N = 170) | (N = 667) | (N = 1730) |
| VI. SUBJECT MATTER OF COURSE | | | | |
| Agriculture-Nat Resources | 0 | 0 | 2.6% | .9% |
| Architecture | 1.8% | 1.7% | .2% | 1.3% |
| Arts | .1% | 3.4% | 6.1% | 2.5% |
| Business | 66.4% | 56.9% | 25.8% | 51.6% |
| Communication | .7% | 3.4% | 6.6% | 2.9% |
| Education | 5.9% | 5.2% | 10.0% | 7.3% |
| Engineering | 0 | 0 | 2.0% | .7% |
| Health Care | 12.7% | 7.8% | 8.7% | 10.9% |

TABLE F
(Continued)

DEMOGRAPHIC CHARACTERISTICS BY REASON
FOR ENROLLING IN COURSE

| CHARACTERISTIC \ GOAL | CAREER Percent | ACADEMIC Percent | PERSONAL Percent | TOTAL PERCENT |
|---|---|---|---|---|
| VI. SUBJECT MATTER OF COURSE (Continued) | | | | |
| Home Economics | .7% | 4.3% | 7.4% | 3.3% |
| Industrial Arts | 11.4% | 9.5% | 1.5% | 7.9% |
| Language | 0 | 1.7% | 3.7% | 1.4% |
| Physical Education-Leisure | .3% | 4.3% | 17.2% | 6.4% |
| Social Science | 0 | 1.7% | 8.1% | 2.9% |
| | (N = 761) | (N = 116) | (N = 458) | (N = 1335) |

APPENDIX III

TABLE G

REASONS FOR SATISFACTION BY
SEX AND AGE

| REASON | PERCENT SELECTING | | | |
|---|---|---|---|---|
| | SEX | | AGE | |
| | MALE | FEMALE | 15 - 59 | 60 & Above |
| Quality of Instruction | 77.2% | 77.1% | 76.5% | 86.2% |
| Course Content | 71.8% | 71.0% | 70.5% | 76.7% |
| Scheduling | 31.9% | 36.4% | 34.5% | 36.7% |
| Location | 42.6% | 47.7% | 45.7% | 44.8% |
| Other Reason | 2.7% | 2.8% | 2.9% | 1.0% |

TABLE H

REASONS FOR SATISFACTION BY ENROLLMENT GOAL
AND ELIGIBILITY OF COURSE FOR STATE AID

| REASON | PERCENT SELECTING | | | | | |
|---|---|---|---|---|---|---|
| | ENROLLMENT GOAL | | | | | |
| | CAREER | ACADEMIC | PERSONAL | ELIGIBLE | NOT ELIGIBLE | AID NOT REQUESTED |
| Quality of Instruction | 75.6% | 77.5% | 78.9% | 74.0% | 79.1% | 78.1% |
| Course Content | 67.9% | 75.8% | 73.7% | 67.9% | 66.3% | 76.9% |
| Scheduling | 34.4% | 39.3% | 33.9% | 34.9% | 25.6% | 32.6% |
| Location | 43.6% | 48.9% | 47.2% | 47.2% | 32.6% | 40.5% |
| Other Reason | 4.0% | 2.8% | 1.7% | 3.2% | 2.3% | 1.7% |

## APPENDIX III

### TABLE I

### RELATIONSHIP OF COURSE TO JOB BY RACE, AGE, ELIGIBILITY OF COURSE FOR STATE AID, AND ENROLLMENT GOAL

| CHARACTERISTIC \ RELATIONSHIP | DIRECT Percent | SOMEWHAT Percent | NOT AT ALL Percent | TOTAL PERCENT |
|---|---|---|---|---|
| I. RACE | | | | |
| Non-minority | 43.5% | 19.8% | 36.8% | 100.0% (N=1762) |
| Minority | 55.4% | 26.8% | 17.9% | 100.0% (N= 112) |
| II. AGE | | | | |
| 15 - 59 | 46.0% | 21.4% | 32.5% | 100.0% (N=1730) |
| 60 - 99 | 26.3% | 15.7% | 58.1% | 100.0% (N= 198) |
| III. ELIGIBILITY OF COURSE FOR AID | | | | |
| Eligible | 56.0% | 21.5% | 22.5% | 100.0% (N=1176) |
| Not Eligible | 27.2% | 32.1% | 40.7% | 100.0% (N= 81) |
| Aid Not Requested | 8.1% | 25.5% | 66.4% | 100.0% (N= 235) |
| IV. REASON FOR TAKING COURSE | | | | |
| Career | 71.1% | 17.2% | 11.7% | 100.0% (N= 917) |
| Academic | 18.2% | 28.4% | 53.4% | 100.0% (N= 176) |
| Personal | 12.4% | 23.6% | 64.0% | 100.0% (N= 692) |

APPENDIX III

TABLE J

CAREER DEVELOPMENT EXPECTATIONS OF RESPONDENTS BY RACE, SEX, AND AGE

| EXPECTATION | PERCENT SELECTING | | | | | |
|---|---|---|---|---|---|---|
| | RACE | | SEX | | AGE | |
| | NON-MINORITY | MINORITY | MALE | FEMALE | 15 - 59 | 60 & ABOVE |
| Increased Knowledge Required for Job | 92.9% | 96.0% | 93.6% | 92.9% | 93.3% | 91.9% |
| Increased Skills Required for Job | 88.5% | 93.2% | 87.8% | 89.0% | 88.4% | 86.7% |
| Assistance Getting a Job | 65.6% | 85.7% | 59.3% | 71.0% | 67.0% | 58.5% |
| Assistance in Salary Increases/Promotions | 37.4% | 16.4% | 62.9% | 63.3% | 64.2% | 35.7% |

TABLE K

CAREER DEVELOPMENT EXPECTATIONS BY ELIGIBILITY OF COURSE FOR STATE AID AND ENROLLMENT GOAL

| EXPECTATION | PERCENT SELECTING | | | | | |
|---|---|---|---|---|---|---|
| | COURSE ELIGIBILITY | | | ENROLLMENT GOAL | | |
| | ELIGIBLE | NOT ELIGIBLE | AID NOT REQUESTED | CAREER | ACADEMIC | PERSONAL |
| Increased Knowledge Required for Job | 93.8% | 80.6% | 72.9% | 95.2% | 96.8% | 82.4% |
| Increased Skills Required for Job | 88.5% | 83.8% | 72.3% | 91.4% | 86.0% | 75.4% |
| Assistance in Getting a Job | 68.6% | 56.7% | 61.2% | 70.7% | 63.0% | 53.3% |
| Assistance in Salary Increases or Promotions | 61.2% | 71.9% | 51.1% | 68.2% | 53.3% | 42.6% |

APPENDIX III

TABLE L

SOURCE OF TUITION PAYMENT
BY RACE, SEX AND AGE

| SOURCE | PERCENT SELECTING | | | | | |
|---|---|---|---|---|---|---|
| | RACE | | SEX | | AGE | |
| | NON-MINORITY | MINORITY | MALE | FEMALE | 15 - 59 | 60 & ABOVE |
| Self | 76.5% | 78.5% | 73.2% | 79.8% | 83.3% | 24.1% |
| Employer | 12.4% | 19.6% | 13.2% | 12.0% | 14.1% | 1.0% |
| Tuition Waiver | 7.0% | 0 | 8.9% | 4.8% | .5% | 55.8% |
| Other | 4.1% | 1.9% | 4.7% | 3.4% | 2.1% | 19.1% |

TABLE M

SOURCE OF TUITION PAYMENT
BY ELIGIBILITY OF COURSE FOR STATE AID
AND ENROLLMENT GOAL

| SOURCE | PERCENT SELECTING | | | | | |
|---|---|---|---|---|---|---|
| | COURSE ELIGIBILITY | | | ENROLLMENT GOAL | | |
| | ELIGIBLE | NOT ELIGIBLE | AID NOT REQUESTED | CAREER | ACADEMIC | PERSONAL |
| Self | 78.1% | 84.5% | 81.6% | 73.0% | 81.4% | 80.6% |
| Employer | 15.8% | 7.1% | .4% | 21.3% | 7.3% | 3.3% |
| Tuition Waiver | 3.8% | 4.8% | 13.0% | 2.7% | 6.8% | 10.7% |
| Other | 2.3% | 3.6% | 5.0% | 3.0% | 4.5% | 5.4% |

APPENDIX III

TABLE N

SOURCE OF INFORMATION ABOUT THE COURSE
BY ELIGIBILITY OF COURSE FOR STATE AID
AND ENROLLMENT GOAL

| SOURCE | PERCENT SELECTING | | | | | |
|---|---|---|---|---|---|---|
| | COURSE ELIGIBILITY | | | ENROLLMENT GOAL | | |
| | ELIGIBLE | NOT ELIGIBLE | AID NOT REQUESTED | CAREER | ACADEMIC | PERSONAL |
| Newspaper | 8.2% | 15.3% | 9.7% | 7.2% | 8.1% | 10.1% |
| Neighbor | 10.0% | 5.9% | 7.1% | 11.5% | 11.0% | 10.4% |
| College Publication | 58.5% | 78.8% | 79.8% | 52.6% | 68.6% | 71.4% |
| TV - Radio | .1% | 0 | 0 | .1% | .6% | .4% |
| Employer | 11.4% | 0 | 0 | 15.5% | 4.1% | 2.2% |
| Self-inquiry | 8.9% | 0 | .8% | 8.6% | 5.8% | 3.8% |
| Other | 2.8% | 0 | 2.5% | 4.4% | 1.7% | 1.6% |

TABLE O

ENROLLMENT IN OTHER COURSES
BY SEX AND AGE

| COURSE TYPE | PERCENT SELECTING | | | |
|---|---|---|---|---|
| | SEX | | AGE | |
| | MALE | FEMALE | 15 - 59 | 60 & ABOVE |
| Other Course Credit MC | 2.6% | 3.4% | 2.9% | 3.3% |
| Other Course Credit Another College | 3.6% | 4.3% | 4.8% | 0 |
| Other Course Non-credit MC | 18.6% | 12.5% | 14.0% | 21.9% |
| Other Course Non-credit Another College | 1.8% | 1.8% | 1.9% | .5% |
| Other Course Non-credit from Church | 2.4% | 6.1% | 4.4% | 8.6% |
| Other Course Non-credit from Public Schools | 2.6% | 3.8% | 3.0% | 5.2% |
| Other Course Non-credit from Employer | 2.4% | 3.1% | 3.0% | 2.4% |
| Taking No Other Courses | 63.4% | 60.6% | 63.6% | 46.2% |

APPENDIX III

TABLE P

ENROLLMENT IN OTHER COURSES
BY ELIGIBILITY OF COURSE FOR STATE AID
AND REASON FOR ENROLLING

| COURSE TYPE | PERCENT SELECTING | | | | | |
|---|---|---|---|---|---|---|
| | COURSE ELIGIBILITY | | | ENROLLMENT GOAL | | |
| | ELIGIBLE | NOT ELIGIBLE | AID NOT REQUESTED | CAREER | ACADEMIC | PERSONAL |
| Other Course Credit MC | 3.1% | 4.7% | 2.1% | 2.2% | 4.5% | 3.1% |
| Other Course Credit Another College | 4.6% | 3.5% | 5.4% | 4.3% | 3.4% | 4.1% |
| Other Course Non-credit MC | 15.3% | 24.4% | 13.6% | 15.1% | 17.4% | 12.7% |
| Other Course Non-credit Another College | 1.5% | 0 | 2.1% | 1.8% | 2.2% | 1.8% |
| Other Course Non-credit from Church | 3.3% | 7.0% | 10.3% | 3.1% | 3.9% | 7.1% |
| Other Course Non-credit from Public Schools | 2.4% | 4.7% | 4.5% | 2.4% | 2.8% | 4.5% |
| Other Course Non-credit from Employer | 3.3% | 3.5% | 1.7% | 3.9% | 2.2% | 1.3% |
| Taking No Other Courses | 63.0% | 47.7% | 53.5% | 64.7% | 62.9% | 57.2% |

# APPENDIX IV

## COMPARISON OF MONTGOMERY COLLEGE
## AND STATEWIDE RESPONDENTS
## ON SELECTED CHARACTERISTICS AND ITEM RESPONSES

FIGURE IV -1

DISTRIBUTION BY AGE
MONTGOMERY COLLEGE AND STATEWIDE

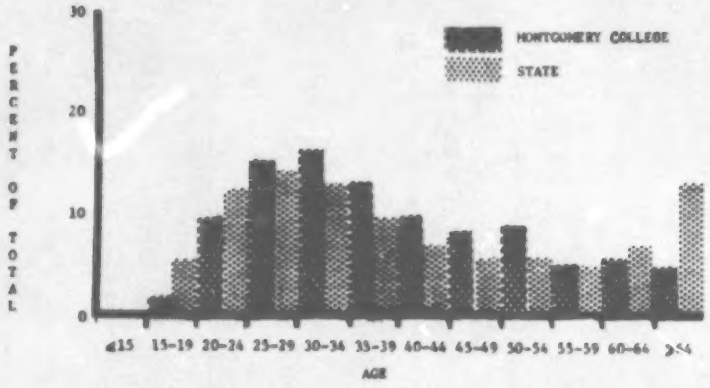



FIGURE IV -2

DISTRIBUTION OF RESPONDENTS BY RACE
MONTGOMERY COLLEGE AND STATEWIDE

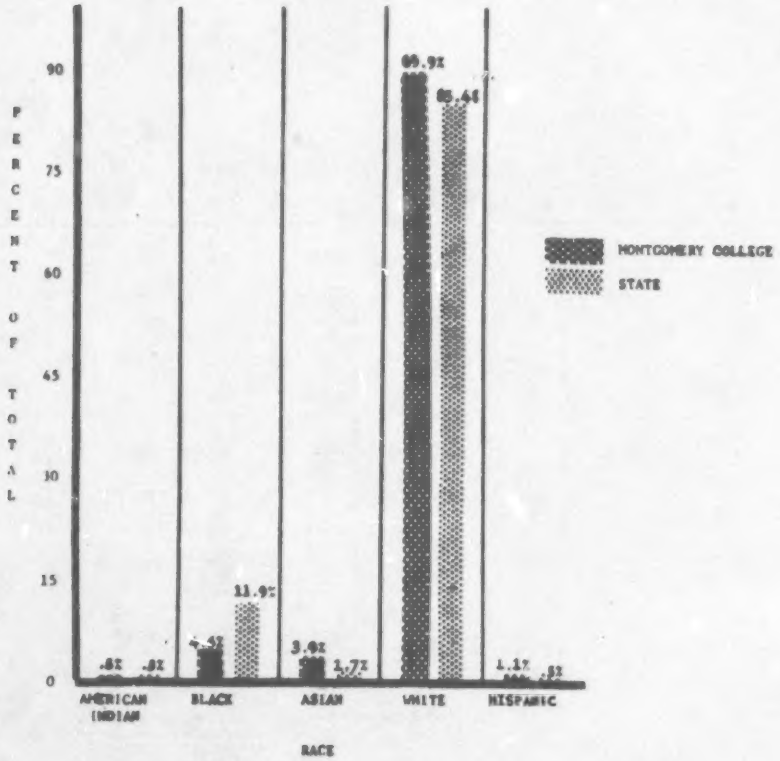


FIGURE IV -3

DISTRIBUTION OF CURRENT EMPLOYMENT STATUS
MONTGOMERY COLLEGE AND STATEWIDE

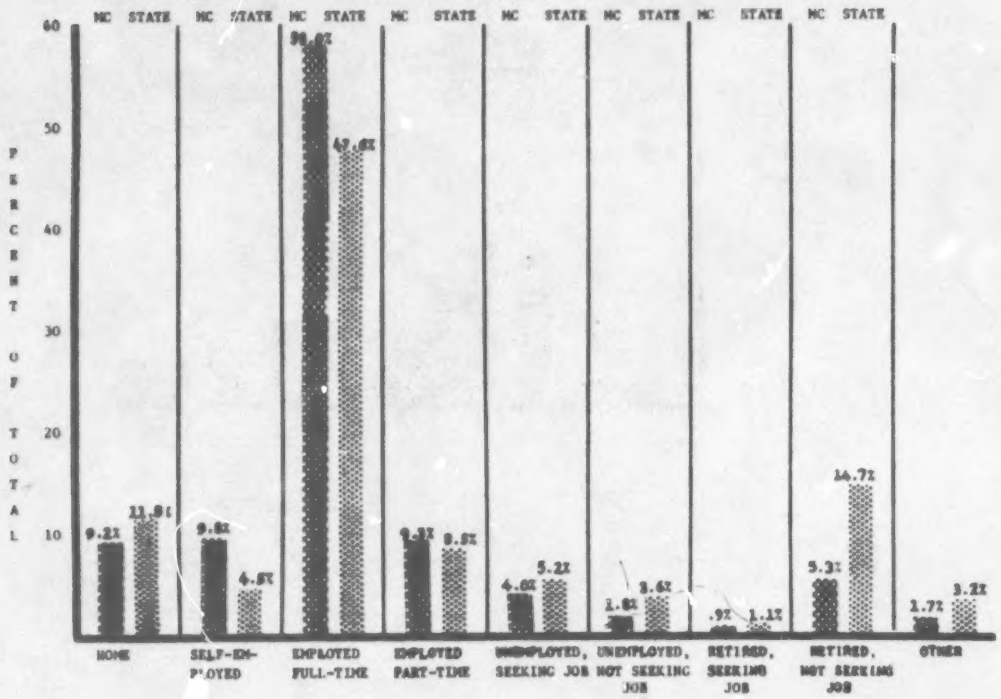



FIGURE IV -4

HIGHEST EDUCATIONAL LEVEL
MONTGOMERY COLLEGE AND STATEWIDE

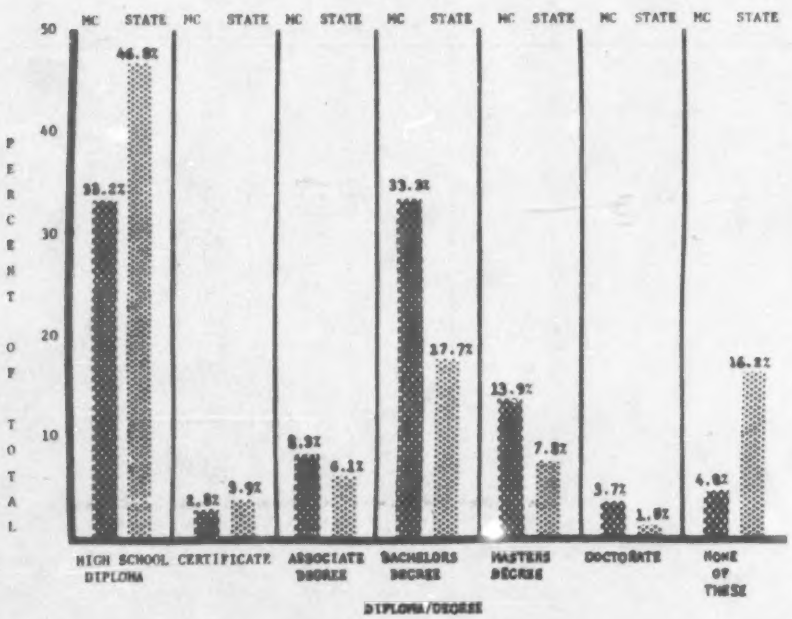


FIGURE IV -5

REASONS FOR TAKING COURSE
MONTGOMERY COLLEGE AND STATEWIDE

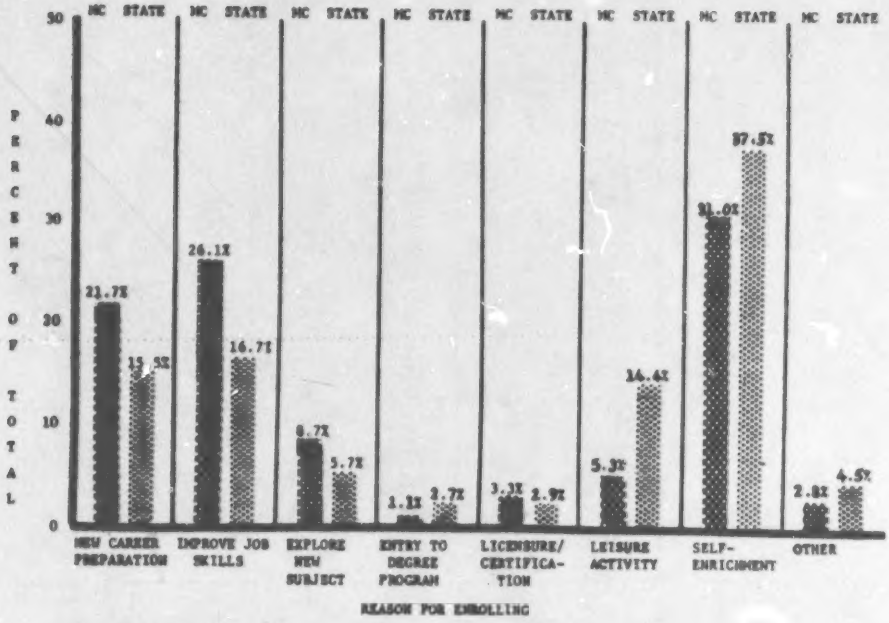



FIGURE IV -6

REASONS FOR TAKING COURSE-GROUPED CATEGORICALLY

MONTGOMERY COLLEGE AND STATEWIDE

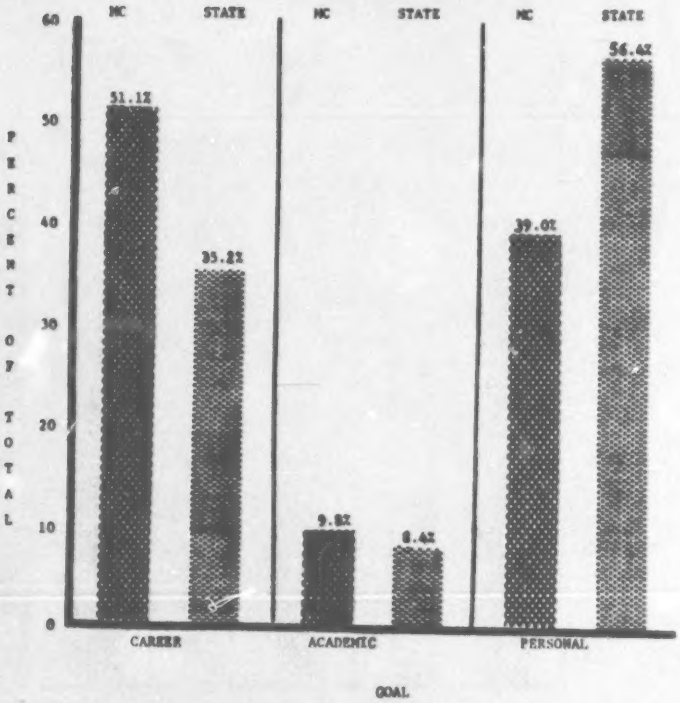


FIGURE IV -7

SATISFACTION WITH COURSE
MONTGOMERY COLLEGE AND STATEWIDE

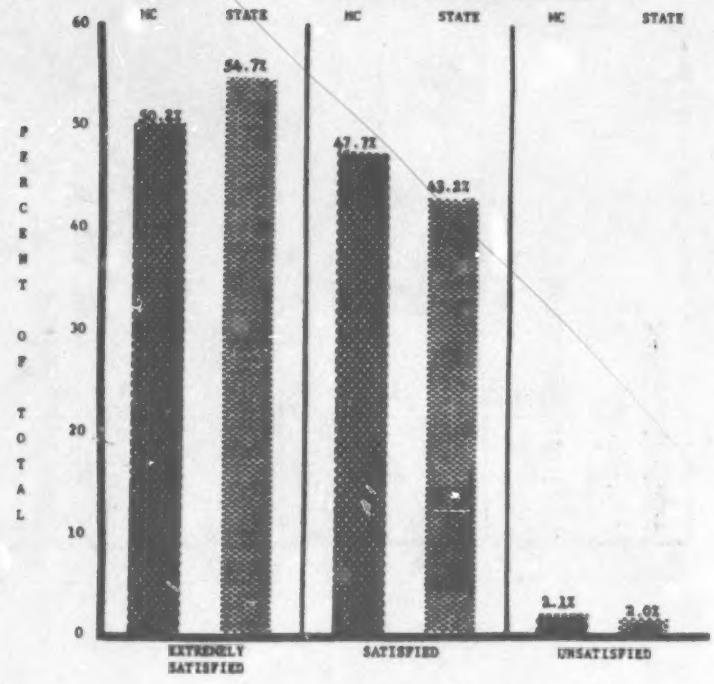



FIGURE IV -8

RELATIONSHIP OF COURSE TO CAREER
MONTGOMERY COLLEGE AND STATEWIDE

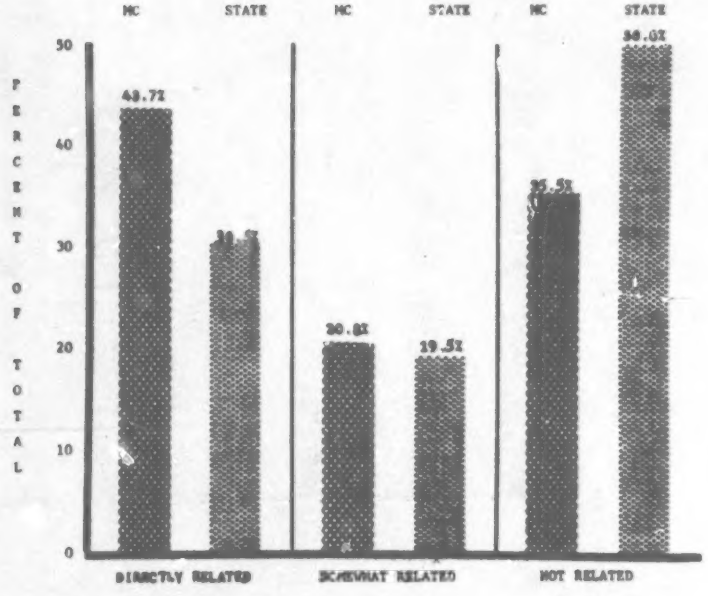


FIGURE IV -9

JOB RELATED BENEFITS OF ENROLLING IN COURSES
MONTGOMERY COLLEGE AND STATEWIDE

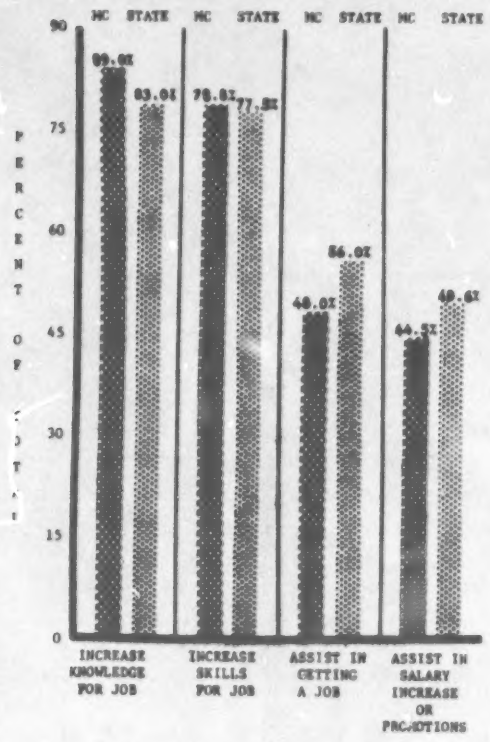



FIGURE IV -10

SOURCE OF TUITION PAYMENT
MONTGOMERY COLLEGE AND STATEWIDE

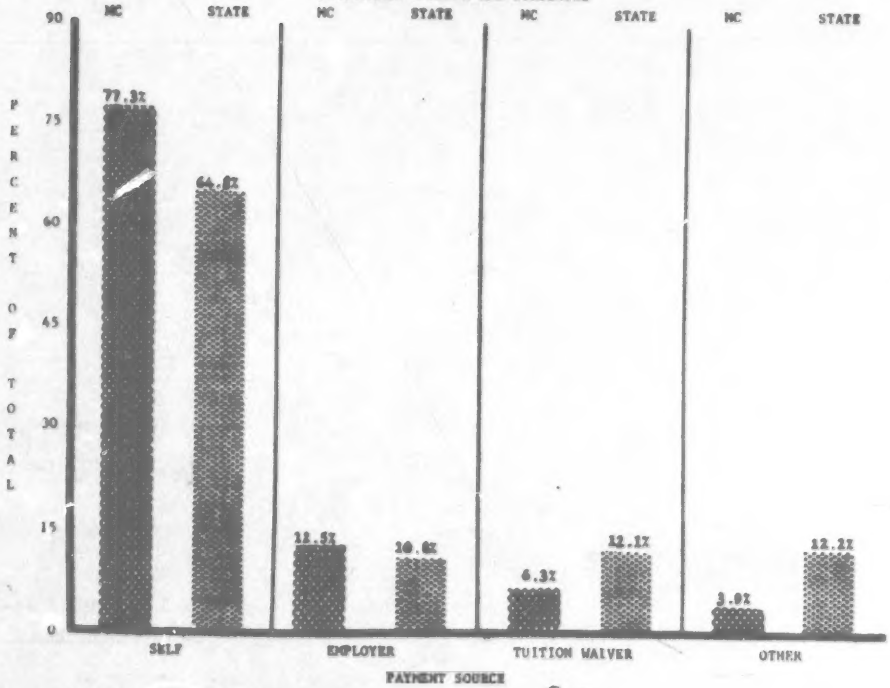
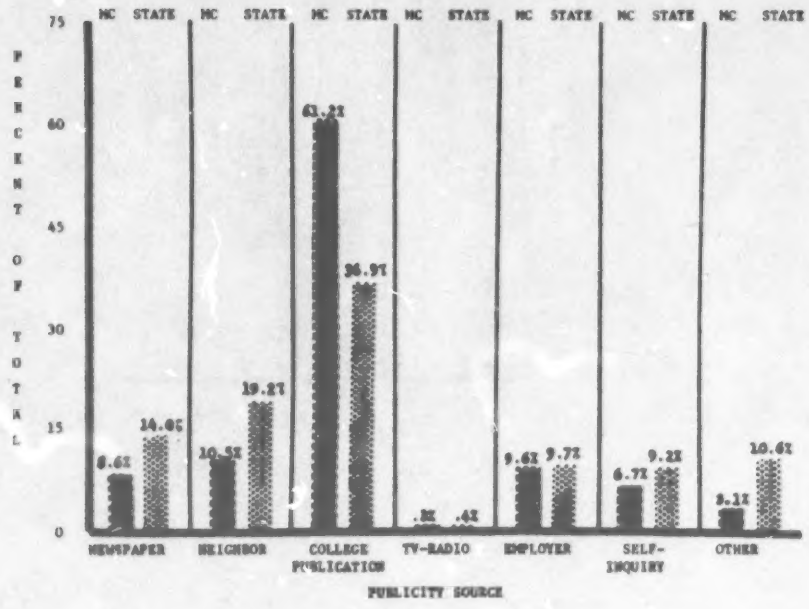


FIGURE IV -11

HOW RESPONDENTS BECAME AWARE OF COURSE
MONTGOMERY COLLEGE AND STATEWIDE

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